



south carolina **STATE LIBRARY**

A Reference Manual for South Carolina Public Library Trustees
2020 Revised Edition

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Dear Library Trustee:

This manual serves as an introduction and guide to your work as a Library Trustee. There are other excellent resources for Library Trustees, and this manual will help you locate further information.

Libraries are in great need of you, the Trustee. You are your library's advocate, the voice of the public, and the overseer of a sacred public trust. By learning as much as you can about the operations and nuances of the library world, the benefits will be many:

- Your library will function better
- Your library will earn greater respect and support from within the community
- Your library will be better positioned to offer and sustain the programs and services your community members most want and need.

Please don't try to read this manual cover to cover. Use it as part of your orientation process, picking and choosing the areas that have meaning to you at the time. It takes at least six months to a year for a new Board member to become familiar with all the processes of a library. Your fellow Board members and Director will be able to supplement the information found in this guide, and they may be able to refer you to additional resources.

This handbook will be published online so that references and links to online resources can be easily located and updated. You are encouraged to review the South Carolina State Library resources available on our website for additional information and helpful resources, statelibrary.sc.gov.

Also, don't hesitate to contact the South Carolina State Library staff with questions you may have about your role as a public library Trustee. You can reach staff by direct email or by telephone at (803) 734-8666.

Finally, enjoy yourself! Libraries are one of our nation's most enduring and valuable institutions. Access to information is a central tenet among our country's cherished freedoms. Be proud of the role you now play in keeping our democracy strong.

Staff of the Library Development Department
South Carolina State Library

Chapter 1: Role and Duties of the Library Trustee

It is an honor to be placed on the Board of a South Carolina public library. Trustees (or Board Members) set the direction for a very important countywide public service. Library Boards govern the expenditure of thousands of public dollars and are responsible for many more dollars of library assets. When citizens agree to serve as Trustees, they accept the responsibility to expend time and effort to learn what the job entails, and to do the job effectively.

While the statutory language authorizing various Library Boards may differ, the legal authority of all policymaking Boards is similar. Governing Boards are authorized to:

- Adopt bylaws and rules for the Board's governance.
- Maintain control over the building and grounds of the Library.
- Control the expenditure of all funds credited to the Library.
- Appoint, supervise, evaluate, discipline or remove a Director.
- Approve an annual library budget.
- Adopt policies, rules and regulations regarding use of the Library.

The Library Board acts as the public Trustee of the Library. The community entrusts the Library's wellbeing to the Board. It expects the Board to keep the Library running correctly, and ensure that the best possible services are provided. Boards also have the responsibility to see that adequate funding is provided. Remember that a Board acts as a whole. Individual Trustees may not act alone, nor speak for the Board as a whole, unless authorized by the entire Board. Also, the Board chair has no more authority than another Board member, unless it is expressly given by the Board at an official meeting.

- **Governing the Library:** Trustees advocate for the Library in the community, plan and monitor library finances, set policies, provide strategic planning, and evaluate the progress of the Library.
- **Acting as a team member:** All Trustees must build and maintain their skills in teamwork and good Trusteeship, so that they can accomplish their first task – governing the Library. Trustees and the Library Director form the Board.

The intent of this manual is to help South Carolina Library Trustees with both of these tasks. As Trustees gain experience on the Board, they will continue to learn facts, statistics, history and procedures.

A Short Review of Trustee Responsibilities:

Administration

The Board maintains indirect responsibility through adoption of a strategic plan, library policies and an annual budget. However, it leaves actual administration of the Library to

the Director. The Board keeps in touch with the Library through the Director's regular reports, and through use of the Library. The Board adopts bylaws that include clear delegation of administrative duties to the Library Director and approves a formal policy regarding the relationship between the Board, library staff and the Friends of the Library. The Board encourages good communication with the Friends of the Library by sending an ex-officio representative from the Library Board to Friends meetings, and by inviting a Friends representative to attend Library Board meetings.

Human Resources

The Board hires, monitors, and evaluates the Director. It provides a competitive salary scale for all staff and ensures that staff receives reasonable fringe benefits, such as Social Security, pension, vacation and sick leave, opportunities for professional growth, good working conditions, and benefits and pay scales.

Strategic Planning

The Board is a major force behind the Library's strategic plan. It considers all aspects of the community's library needs and plans accordingly. It adopts long and short-range plans for the Library's future and approves the course of action and time schedule to implement those plans.

Policymaking

The Board considers what policies are needed to carry forward the Library's service plan. It reviews the Director's recommendations and makes any necessary changes. The Board adopts appropriate written policies and keeps them up-to-date with periodic review and revision, including legal review.

Finance

The Board reviews the annual budget submitted by the Director and makes necessary changes, officially approves budget requests, and revises the budget to fulfill the legal requirement of balancing income with expenditures. The Board accepts and manages discretionary funds; purchases, leases, manages and sells real estate; and, while taking the Director's recommendations into account, accepts financial assistance from Friends. If the Library is funded by appropriations, the entire Board appears at budget hearings to show support for the library's financial needs. The Director and/or selected Board representatives submit and defend the Library's budget. The Board explores ways of increasing the Library's income from other sources.

Advocacy

The Board serves as the connecting link between the Library and the community library services, then, interpreting one to the other. The Board helps to shape public opinion and governmental action at the local, state and national level. On behalf of public library service, the Board contacts legislators to support legislation libraries, and/or to oppose legislation detrimental to libraries.

Continuing Education

The Board sets aside time at its meetings to study topics of concern to the Library. New Trustees receive planned orientation. Board members are encouraged to join the South Carolina Library Association and take advantage of the resources available from the

division of the American Library Association that is reserved for Trustees and Friends, United for Libraries.

To-Do List for Trustees

Attend all Board meetings

Trustees must attend scheduled Library Board meetings. Legally (SC Code Unannotated 4-9-35c), meetings must be held at least quarterly; however, the majority of Boards meet monthly or bimonthly.

Be prepared

Boards conduct their business at meetings and need attendance to function effectively. If you cannot attend all meetings, with exceptions for illness or emergencies, think about resigning your post to make room for someone who can fully participate. Absences can also result in removal from a Board, depending on individual Board bylaws.

Participate at meetings

Each Trustee needs to discuss issues and make intelligent votes. Inactive and passive Board members weaken a Library Board. If you have an opinion, express it. Read the minutes, agenda, financial and other reports prior to the meeting.

Become a team player

Effective Library Boards work as a team, with each member sharing common concern for the Library's welfare. While Board members need to express themselves on various issues, they need to avoid making personal remarks. Mutual respect and goodwill go a long way to making your Board experience a positive one.

Support Board decisions

Boards need discussion and debate to arrive at good decisions. Once a decision is made, however, all Board members should support the decision. Good Board members refrain from criticizing or attacking decisions after they have been made, particularly in public. Of course, it is proper to seek reconsideration of the issue should situations change in the future.

Advocate for the Library

Trustees promote the Library in ways that no one else can. Seek opportunities to promote the Library, such as speaking before local groups on new initiatives your Library has undertaken. On a personal level, indicate to friends, co-workers, and relatives about the resources available at the Library.

Respect the role of the Library Director

The Board should be careful to respect the management function of the Library Director. While the Board establishes policy and approves major decisions, it does not assume the role of the library manager. That job is delegated to the Library Director hired by the Board. To ensure the best library service, the Director must be allowed to manage the Library without inappropriate Board interference. Conscientiously stay out of day-to-day library management and operations.

Support the Library Director

At times, the Library Director may be attacked by a citizen or government official. The Board should always assume the Director is correct, then investigate the situation if necessary.

Trustee Orientation

The Library Director and existing Board members must provide an orientation for new library Trustees. New Trustees cannot adequately fulfill their legal responsibilities as Board members until they understand the basics of how public libraries function, and the processes and extent of their Board's authority. The following is a list of items and actions to include as part of Trustee orientations:

Tour of the Library building

Give the new Trustee a tour of the Library and introduce him or her to staff members. Give the Trustee a map of the Library, and any other library handouts provided to the public. The tour should include details of each library department and its function in relation to the working of the entire Library. Even small libraries have special collections, staff areas, and duties of which a new Board member may not be aware.

Mission Statement and Strategic Plan

Review with the new Trustee the Library's mission statement, long-term goals and strategic plan.

Policy Manual

Review the Library's policy manual. This way, the Trustee learns that the Library Board is responsible for adopting and revising library policies.

Budget

Review current and previous budgets, as well as audit reports. Demonstrate the connection between the strategic plan and the budget.

Board Minutes

Review bylaws and recent Board minutes. All Trustees need a copy of the Open Meetings Law and must understand how they are governed by this act (SC Code Unannotated 30-4 thorough-4-165).

Annual Report

Review copies of the Library's recent annual reports.

Library Calendar

Review a calendar of library legal requirements, including the fiscal year, deadlines for filing reports for state aid, when officers are elected, and when the budget is prepared.

Website

Review the Library's website, noting the information offered by the Library.

South Carolina State Library

Explain to the Trustee the relationship between the public Library and the South Carolina State Library. Ensure that the Trustees are familiar with the South Carolina State Library website (statelibrary.sc.gov), including the Trustee section, (guides.statelibrary.sc.gov/public-library-Trustees).

South Carolina Library Association

Encourage the Trustee to join the South Carolina Library Association to support its role in advocating and lobbying for the South Carolina library community and its role in providing professional development for library staff and supporters.

Chapter 2: Library Systems and Library Boards in South Carolina

After the passage of Home Rule in South Carolina in 1976, an Act mandating public library service and specifying provisions of county library ordinances was passed by the State Legislature in 1978. By the end of 1980, county library ordinances had been passed in all forty-six counties. The *Statewide Library Act* and the resulting county library ordinances have given South Carolina public library systems a strong legal foundation and a certain uniformity of operation and support. Trustees should be familiar with the ordinance establishing their county library system.

All of South Carolina's forty-six counties maintain county libraries; seven of these (Aiken, Bamberg, Barnwell, Edgefield, Allendale, Hampton, and Jasper Counties) are organized into two multi-county regional library systems (the “ABBE” regional system and the “AHJ” regional system) through written agreements between the participating counties.

County and regional library systems in South Carolina have governing Boards that are legally responsible for the control and management of the Library. These Boards have between seven and eleven members, appointed to four-year terms by the county's governing body. Each Board must elect a chairperson, a vice-chairperson, a secretary, and a treasurer. Boards must meet at least four times each year. Library Boards have broad administrative and policy-making duties that are specified in South Carolina law and by county ordinance. (See the Appendix for the *Statewide Library Act* (SC Code Annotated 4-9-35 through 4-9-39) and a sample model county library ordinance.)

Governing Boards have the power and authority to make decisions about library services rather than simply making recommendations. Members of county or regional Library Boards in South Carolina are all volunteers serving without remuneration of any kind.

The Library Board's Powers and Duties, Granted through the Act.

The Library Board:

- Employs a chief librarian (a Library Director) whose qualifications and credentials meet the certification requirements of the State Library Board.
- Purchases, leases, holds, and disposes of real and personal property.
- Acquires books and other library materials.
- Accepts donations of real property, services, books, and other items suitable for use in the county library system.
- Cooperates with or enters into contracts or agreements with any public or private agency which will result in improved services or the receipt of financial aid in carrying out the functions of the library system, subject to the approval of county council.
- Enters into contracts or agreements with other counties to operate regional or joint libraries and related facilities, subject to the approval of the county council.
- Receives and expends grants.

- Takes any actions deemed necessary and proper by the Board to establish, equip, operate, and maintain an effective library system within the limits of the approved appropriations of county council.
- Determines the roles, regulations, and policies governing library services.

Remember: Even though the Board delegates the actual day-to-day operation of the library to professional, paid staff, the Board never gives up ultimate bottom-line responsibility for the success or failure of the library.

Chapter 3: Advocacy

To be an advocate for the Library is simply to work for the betterment of libraries – or more importantly, for the betterment of library services for citizens. The results can be spectacular, and the rewards great. As a Trustee, you are in a unique position to be a library advocate and to place your Library in high regard by members of your local community.

Because you serve as a volunteer leader of the Library, you qualify as a good advocate for the organization. The motivation of a volunteer Trustee is entirely service to the community. Trustees are also community leaders and influential in the community, both prime qualities for an advocate.

Advocacy is a primary role of a library Trustee because you have statutory responsibility for your library's governance and moral responsibility to improve and support its services. In cementing the relationship between the local community and its library, you are in a unique position to promote and advance the cause of libraries. Your Board is privy to the knowledge of how your library works and what it has to offer. You can truly represent the Library when working with citizens, the media, and local community groups.

One of the main responsibilities of the Library Board is to obtain adequate financing for the Library. Reaching out to your local community to provide the financial support the Library needs has always been a hallmark of library Trusteeship. This is the kind of advocacy with which Trustees are most familiar. Trustees also have a role in other types of advocacy, such as in the legislative process or in working with the media.

As a Trustee, you must have a deep personal commitment to your library and the services it provides. You must have a sense of what your community wants your library to be in the future, not just what it is today, and you must be willing to work to help move it forward to that point. You must work with the county council to understand and advocate for the Library's role. The Trustee who has that deep personal commitment to the library is well on the way to being a good advocate.

As a Trustee, you will come to appreciate the concept of libraries as an integral part of our society. Indeed, our entire educational process depends, to a great extent, on the quality of information services. Libraries are not only part of our present society, they are a part of our national history which has helped move society forward. They are the hope for an informed future. They serve the societal good. When you advocate better public library services, you advocate bettering the quality of life for American citizens today and in the future.

As an advocate for libraries, you must be willing to go out into your community on behalf of the Library. All communities served by public libraries consist not only of library users to whom the Trustee must respond but also of citizens who pay taxes to support the Library but do not use it.

You must recognize the entire community and be prepared to work with groups as well as individuals. This means not just waiting for an invitation, but aggressively pursuing opportunities to meet with and speak before community groups such as the League of Women Voters, Kiwanis and Rotary clubs and other civic organizations, school parent-teacher groups, and political party organizations. Everyone must be made aware of the important role the Library plays in your community.

As an advocate, you are expected to know enough about your Library to be able to respond to queries and to articulate what the Library has to offer. This requires attendance and participation in regular Board activities. You must have a clear idea of how your Library fits into the overall community picture and how you can obtain the resources required to provide services.

Advocates appreciate the different roles and responsibilities of librarians and Trustees and do everything possible to work together meaningfully to develop and promote a comprehensive library program. For example, at a county council meeting, it is appropriate for you as a Trustee to present and support the Library's programs and budget, and for the Library Director to be there to answer technical questions regarding services. The Trustee must understand this critical difference in roles.

A successful advocate can bring new users and new revenues into the Library and can build awareness of library services. Legislators have been known to come to their Public Library with a new perspective after speaking to a Trustee advocate. Remember, the reason you were appointed to the Library Board was that you were seen as being able to help improve the Library's services. The people to whom you speak become so enthusiastic that they will write a bequest to the Library in their wills, ask their corporation officer to consider a corporate donation to the Library, or speak to state or federal legislators on behalf of the Library.

Your advocacy efforts will generally be part of a planned Board effort. The Board must speak with one voice. You, as an individual Board member, can speak about the Board's *official position* on issues. You can also promote the interests of the Library at any time.

Finally, as a Trustee advocate, you will be a defender of intellectual freedom, an individual's right to information. That includes, but is not limited to, firm support of the American Library Association's *Freedom to Read Statement* and the *Library Bill of Rights*. (Both documents are included in the Appendix.)

Capable professional staff members bring certain skills to the Library, particularly in the area of quality materials selection. Once the Board has established a policy within which the staff is to function, and appropriate library materials are purchased that respond to community needs, the Trustee as an advocate must recognize an inviolable responsibility to permit citizens access to those materials. One of the most frequent questions asked of Library Trustees (in an open forum) is whether a particular book or other items should be in the Library's collection. The response must be unequivocal in defense of the community's intellectual freedom. You must explain that the role of the Library is to make an available balanced representation (when possible) of all sides of a given issue. (See Chapter 11 for more information on intellectual freedom.)

Chapter 4: Administrative Responsibilities

Library Planning

Planning, in an age when dramatic change in libraries comes almost faster than we can comprehend, seems like an exercise in futility. But the very fact that change is so rapid is even more reason that every Library must have a plan to cope with rapid change and the effects it can have on the Library.

Failure to plan is planning to fail. Trustees must be visionaries for the Library. While they should plan as far ahead as possible, with the rate of change, three-year plans are becoming common.

All planning for the Library is a team effort of the Board, director, and staff. The Board is generally recognized as the responsible party for planning and the Library Director is responsible for developing strategies to accomplish the goals set by the Board.

The plan is like a mark in the sand placed as a reference point to determine if the Library is moving ahead, standing still or falling behind. Always be aware of the mission and goals of the Library so that you can accurately measure the progress. The decisions you make as part of the Board team will determine progress or lack of progress. See Chapter 8 for a complete discussion of the planning process.

Library Evaluation and Monitoring (including Finances)

Of course, you can't watch every detail and every activity that takes place in the library, because that would be a full-time job. Trustees monitor and evaluate "bottom-line" results.

For example, you cannot and should not be in the Library every day monitoring the kind of service provided by library staff. But the Board can survey the community to find out the overall satisfaction of those who use the Library. That's bottom-line evidence of the work the staff is doing.

Finance is one of the most important items you will have to monitor and evaluate. Begin your monitoring with careful attention to the library budget. The budget is the Board's financial plan for the Library; your attention to the budget is crucial. The budget will be prepared by the Library Director and staff and will be presented to the Board for approval. When the budget is presented, Trustees must ask whatever questions necessary to understand this financial plan — where the money is coming from and where it will be spent.

Monthly financial reports provided to the Board by the Library Director are used to monitor how well the Director and staff are following the financial plan the Board approved when they voted on the budget. If you don't understand the reports, ask the Director for an explanation. You don't have to know everything about the finances, just enough to feel comfortable that the money is coming in and going out according to your budget plan.

Financial reports will cover both the revenue side and the expense side of the budget. On the expense side, you should understand what was budgeted, what has been expended to this point, the variance between the spending plan and what is actually being spent, and the

reasons for the variances. The same is true for the revenue side. How much money did you anticipate at this point? What has actually come in? What's the variance? Why is there a variance?

Audits

Each county in South Carolina must be audited annually. As part of the county's audit, the Library may be asked to provide financial records that will be included in the overall audit of County finances. Some South Carolina libraries have a separate audit prepared simply as a safeguard of the library's finances. However, an individual county library audit is not required unless a library has received federal funds over \$100,000. A copy of the audit must be submitted to the South Carolina State Library each year.

To learn about library finance, new Trustees should insist on a good orientation about library finance from the Library Director and/or the County Administrator. Ask questions about finance and how best to monitor financial status. If the budget is not clear to you, *ask questions*. If the financial report is not clear to you, *ask questions*. If the audit report is not clear to you, *ask questions*!

Library Policies

The Library Board must establish broad but clear policies about what the library will do and how it will be done. A policy is a carefully designed, broadly stated, written guideline for actions and decisions of the library. Library policy, broadly speaking, is a governing principle formally adopted by the Board.

Policy discussions begin with the Library's Mission Statement, and policies are created that outline parameters of how the Library will operate to accomplish its mission. Then the Board observes, interprets, evaluates, and supports those policies. The Board also modifies existing policies and creates new policies as needed to keep the library running well.

The Board's role in developing library policies is explained further in Chapter 10.

Hiring and Evaluating the Library Director

One of the major responsibilities of the Library Board is hiring a Library Director. Standard hiring procedures and methods to evaluate the director are outlined in Chapter 12.

Chapter 5: The Trustee's Code of Ethics

Most professional employees and appointees are covered by a code of ethics or standards of practice. The following list is a suggested code of ethical conduct your Board could adopt.

As a member of the Library Board, I will:

1. Listen carefully to other Trustees.
2. Respect the opinion of other Trustees.
3. Support the decisions of the Board.
4. Recognize that all authority is vested in the Board when it meets in legal session and not with individual Trustees.
5. Be well-informed of developments that are relevant to issues that may come before Board.
6. Attend Board meetings regularly, or otherwise, resign so that an active member can be appointed.
7. Participate actively in Board meetings and actions.
8. Call to the attention of the Board any issues that may have an effect on the Library.
9. Attempt to interpret the needs of the community to the Library and interpret the action of the Library to the community.
10. Represent the whole service area of the county even though individual Board members may be appointed from particular council districts.
11. Represent the interests of all people served by the Library and not favor special interests.
12. Refer complaints about the Library to the Library Director.
13. Recognize that the Board member's job is to ensure that the Library is well-managed, not manage the Library.
14. Vote to hire the best possible person to manage the Library.
15. Ensure that the Library is well maintained, financially secure, growing steadily, and always in the best interests of the community.
16. Work to learn more about the job of Trustee and how to do the job better.
17. Observe publicity and communication policies of the Board and of the Library, and refer information requests to the Library Director.
18. Declare any personal conflicts of interest and avoid voting on issues that appear to be conflicts of interest.

Additionally, as a member of the Library Board I will not:

1. Be critical, in or outside of the Board meeting, of fellow Trustees or their opinions.
2. Publicly criticize policies adopted by the Board.
3. Use any part of the library for my personal advantage or the personal advantage of my friends or relatives.
4. Discuss the confidential proceedings of the Board outside the Board meeting.
5. Promise prior to a meeting how I will vote on any issue in the meeting.
6. Interfere with the duties of the Library Director or undermine the director's authority.
7. Hold Board meetings without the Library Director.
8. Accept complaints from the public or the library staff on library matters; I will keep in mind that these complaints are the Director's responsibility. Continued dissatisfaction and problems on the Library staff should be taken up at a Board meeting **ONLY** if policy revision is necessary.

Self-Evaluation for the Library Board

Successful Board teams pay attention to the process of how they operate. Just as they evaluate the progress of their Library, they must also assess the operation of the Board team and determine how they can do the job better.

It's up to the Library Board to hold itself accountable for good performance. To do that correctly, your Board should take time every year to evaluate Board performance formally. The purpose of the evaluation is not to find fault with Trustees or the full Board, but to *examine strengths and weaknesses*. The formal self-evaluation should be followed by a plan to improve Board performance.

An Exercise for Board Self-Evaluation:

Our Board prepares to do its job by:

1. Conducting a thorough orientation for all new Trustees. *(yes or no)*
2. Integrating new members into the team as quickly as possible. *(yes or no)*
3. Participating in continuing education and Board development. *(yes or no)*
4. Performing an annual self-evaluation of Board operations. *(yes or no)*
5. Providing all Trustees with copies of the mission statement, bylaws, ordinance, long-range plan, library laws, and all other important documents of the library. *(yes or no)*
6. Touring all library facilities at least once a year. *(yes or no)*

Our Board ensures good, productive meetings by:

1. Limiting most meetings to two hours or less, and convening and adjourning on time. *(yes or no)*
2. Sticking to the prepared agenda and ensuring the Board has enough information to make informed decisions. *(yes or no)*
3. Working for consensus rather than fighting for a majority. *(yes or no)*
4. Discussing issues cordially, avoiding personal attack. *(yes or no)*
5. Following a businesslike system of parliamentary rules. *(yes or no)*
6. Including the director as a resource for all deliberations. *(yes or no)*
7. Confining all discussion to policy issues and avoiding management issues. *(yes or no)*
8. Allowing/encouraging all Trustees to participate in discussions and not letting one or two persons dominate. *(yes or no)*

Individual Trustees:

1. Attend at least 90% of all Board meetings and committee meetings to which they're assigned. *(yes or no)*
2. Come to meetings prepared to discuss agenda issues. *(yes or no)*
3. Feel free to express even dissenting viewpoints. *(yes or no)*
4. Leave meetings with a feeling of accomplishment and a team effort. *(yes or no)*
5. Act as advocates for the Library. *(yes or no)*
6. Attempt to exercise authority only during official meetings of the Board. *(yes or no)*
7. Represent the broad interest of the Library and all constituents, not special interests. *(yes or no)*
8. Understand that the most efficient way to govern is to delegate management to the Library Director. *(yes or no)*

Our Board plans for the future of the library by:

1. Annually reviewing and approving the mission statement. *(yes or no)*
2. Annually reviewing progress toward the long-range plan and modifying the long-range plan. *(yes or no)*
3. Operating from opportunity to opportunity rather than crisis to crisis. *(yes or no)*

Chapter 6: Library Board Organization and Bylaws

Library Board Officers

The function of Library Board officers is to keep the group organized, help with discipline, encourage forward movement, and facilitate good decisions by the group.

Boards grow from different traditions and have different ideas about the type and number of officers they need. A particular Board may have all or only some of the officers described in these guidelines. The job responsibilities of Board officers may vary as well.

Board officers, particularly the Board Chairperson, must be well respected by the rest of the Board, must be willing to give the extra time necessary to carry out the extra duties of the office, and must have strong leadership skills. It is helpful if officers have some experience as Board members already.

Most Board leaders are referred to as either the “chairperson” or the “president” of the Board. In South Carolina, “chair” or “chairperson” is the more commonly used term. The Board Chair has equal power to that of any other Board member unless the full Board has granted additional power to the Chair. For example, the Board may delegate specific powers such as speaking to the public or signing contracts on behalf of the Board, to the Board Chair.

1. The Board Chairperson plays several roles:

- **Planner:** The Chair works with the Library Director to plan the meeting agenda and the manner in which the meeting will be conducted. The Chair keeps an overall view of the Board year and ensures that the Board is completing duties mandated by Board policy or law.
- **Presider/Facilitator:** The Chair must ensure adherence to the agenda and completion of items on the agenda. The Chair must also ensure fair participation for all Trustees and fair exposure to all sides of an issue. The Chair must keep the meetings moving forward in a professional and timely manner and, finally, move the Board to action on the issues.
- **Delegator:** The Chair traditionally has the power to appoint Trustees and others to committees with Board consent. To do this well, the Chair must have a clear understanding of each Board member’s skills, strengths, and interests so that appropriate assignments can be made. It is also the Chair’s responsibility as a delegator to make sure that committee assignments are clear and to hold the committees accountable to do the job assigned. The Chair is often an ex-officio member of every committee.
- **Liaison:** The Chairperson must be able to communicate Board needs and concerns to the Library Director, and the Library Director’s needs and concerns to the Board. In addition, the Chair offers personal support and counsel to the Director and serves as a sounding board for the Director.

- **Team Builder:** The Board must always function as a team and it is the duty of the Chairperson to promote teamwork among Trustees. It may be necessary for the Chair to mediate and counsel fellow Trustees to act as a team.

2. The **Vice-Chairperson** of the Board traditionally serves as the backup for the Board Chairperson. However, the Vice-Chair is usually assigned additional specific duties such as chairing a committee, taking charge of Board development activities, or preparing for special Board events.

The Vice-Chairperson must work to stay current on library business and Board operation so that the Vice-Chair could assume the Chairperson's duties if the Chair cannot carry them out. The Vice-Chairperson is often considered the logical successor to the Chairperson when the current Chair vacates the position and is after referred to as the Chair-elect.

3. The **Secretary** of the Board traditionally takes meeting notes and creates or assists with communications alongside the Chair. However, as a Trustee, the Secretary also needs to be able to participate in deliberations, and it is difficult for the Secretary to do that task well while taking the minutes. It is more usual in current times for the Board Secretary to review the minutes for accuracy. Taking the minutes can be done by library clerical staff with the direction of the Library Director. Correspondence etc. may be the responsibility of the Secretary, library staff, or another Board member as decided by the Board and the Library Director.
4. The **Treasurer** of the Board is responsible for presenting the financial report to the full Board and moving for its acceptance. In a number of library systems in South Carolina, the treasurer may co-sign checks and in some instances, serves as Chair of the Board's finance committee.

Methods for electing Board officers vary widely, but whatever system your Board uses, it must be a serious effort to place the best leaders of the Board into the position of leading the Board. It cannot be a popularity contest, a struggle between factions for a power position, or just “whoever will say yes.” Choose officers who are well-suited for the position and have the skills to be an officer.

Board Bylaws

Bylaws are rules written and adopted by an organization for operating its own meetings or affairs. Since the library ordinance is the law that covers the governance of the Library, the bylaws must be consistent with the ordinance and not more restrictive.

The rules found in the bylaws include:

- Dates, times and frequency of meetings.
- Establishment of a quorum.
- Order of business for regular meetings.
- Procedure on special or called meetings of the Board.

- Standing committees and their membership.
- Purpose and appointment of standing and special committees.
- Meeting at which officers are elected.
- Whether officers can be re-elected and, if so, how many times.
- The responsibilities of each office and individual Board members.
- A parliamentary guide used by the Library Board.
- Amendments to the bylaws and procedure for amending.
- Attendance requirements.
- Required reports and yearly timetables.

The Library Board should establish procedures for amending and changing the bylaws. It is recommended that bylaws be reviewed annually, but revisions can be considered at any point where circumstances indicate a need to be addressed. A committee should be established to study and present recommendations on changes to the full Board for a vote. Bylaws may be changed by a vote of the Board as often as necessary.

Helpful Hint: The language of the bylaws must be clear and unambiguous, since imprecise language can result in confusion and have unintended consequences.

Chapter 7: Board Meetings

The Library Board's work takes place in Board meetings and committee meetings. What takes place in Board meetings can make the difference between an effective and an ineffective Board.

Open Meeting Law

Any meeting of a Library Board in South Carolina is subject to the Open Meeting Law. Public libraries, like other tax-supported agencies, must operate in the best interest of the public. The Open Meeting Law, requiring that all meetings be held in public with adequate notice, is designed to protect the public from secret dealings by public agency Boards. (SC Code Unannotated 30-4-10 through 30-4-165.)

Public notice of the date, time, and place of regular meetings, or rescheduled or reconvened meetings, at least 24 hours before the meeting. Very simply, this statute is protection against the abuse of public power.

Even an informal meeting of Library Trustees, such as a dinner or party, could be subject to the Open Meeting Law if there is a majority (i.e., one over half of the appointed Trustees) at the gathering, and library business is discussed.

It is sometimes difficult for Trustees to conduct a meeting and speak candidly with the public or media representatives watching and listening. Trustees often feel they must be overly responsive to those listening, and the result can be deliberation that seems aimed more at the audience than at the rest of the Board team — speeches rather than deliberations. Some Trustees may be so intimidated by an audience that they do not speak at all and not all sides of the issues are considered.

However, attempting to circumvent the Open Meeting Law is dangerous and unnecessary. The Board can function well in the open and within the law.

The Open Meetings Law will be easier to live with if you consider the following:

- Keep in mind that a Board member represents a large number of people. The people who show up at a Board meeting usually represent a very small percentage of your constituents and should not have an undue influence on a Board member's actions.
- Have a clear policy about regulating the activity of people who attend your Board meetings. If there is a public forum section of the agenda, it should be short with strict rules for those who speak to the Board. Board policy should state that the Board will listen, but will not respond during the meeting to those who speak during the open forum. This is a time for listening, not uncontrolled debate. If there is a need for a response from the Board, it should come later when the Board has had time to deliberate the issue, to seek more information, or to take recommendations from the Director.
- Understand that your Board meeting is a meeting conducted in public, not a public meeting. In other words, the public, and possibly media representatives, are there to watch the Board work, not to participate in the Board meeting.

- It is important to note the distinctions between Open Meeting Laws and Confidentiality of Library Records laws. Always keep in mind when discussing the Library that patron confidentiality must be observed where applicable. (See SC Code Unannotated 60-4-10 through 60-4-30.)
- The Board Chairperson is expected to run the meetings and keep the Board moving toward good decisions.

Before a Board Meeting

An agenda packet should be assembled by the Board Chair and the Library Director and sent to Trustees several days before the meeting so that Trustees can read the agenda and all agenda-related materials. If Trustees have questions, they should call the Library Director for answers before the meeting. Study the agenda so that you know the purpose of the meeting and what tasks must be accomplished or what issues must be resolved.

Even though the Board Chair and the Director prepare the agenda, the agenda is the Board's plan and all Trustees have a right to place issues on the agenda by bringing those issues to the attention of the director or the Board chair. However, anything you want on the agenda should be requested well in advance of the Board meeting. Placing items on the agenda at the last minute is not appropriate because the rest of the Board has not had time to consider the issue and will not be ready to discuss it in an informed manner.

Trustees should study the agenda so that they will understand what is expected of them at the meeting and prepare to meet those expectations. Some agenda items will require a vote. Some will require discussion and input from all Trustees even though no vote is taken. If each Board member prepares well ahead of the meeting, Board meetings will be shorter and usually more productive.

To make good decisions about some issues, Trustees will want to seek input from some of their constituents in the community. Trustees should not assume they know how constituents feel about an important issue.

Remember Trustees are the connection between the community and the library and are appointed to govern the library for the community. Trustees need to solicit community views regularly.

Even though a Trustee does research on issues and prepares before the meeting to discuss those issues, it is unethical to decide how to vote on any issue before the Board meeting or to promise constituents to vote either for or against an issue before the meeting. An individual Board member's decisions should be made only after deliberation in the meeting with other members of the Board team when all sides of the issue have been explored.

Carefully schedule your calendar so that you can attend Board meetings. When the team is short one or more Trustees, there is the danger that not all perspectives on the issues will be explored and there is a greater possibility that poor decisions will be made. The Board's effectiveness and productivity will suffer if not all members participate.

If too many Trustees are late or absent, a quorum may not be present and the Board cannot conduct business. Unless otherwise defined in the bylaws, a quorum is the majority of

Trustees — one over half of the appointed number of Trustees — that must be present to conduct official business of the Library. Any vote by a Board that does not have a quorum present can be legally invalid.

Parliamentary Rules

Board meetings should be conducted according to established parliamentary rules, such as Robert's Rules of Order, or some other parliamentary procedure guide agreed upon by all Trustees. This set of rules is intended to establish a businesslike and courteous tone, to allow for ample discussion of the issues, to protect the right of all Trustees to be heard on the issues, and to ensure the discussion does not get out of control. Trustees should have a basic understanding of parliamentary rules so that they can move quickly and efficiently through an agenda. When a disagreement among Trustees occurs about the way to proceed, consult the parliamentary guide specified in the Board bylaws.

Caution: Parliamentary rules are not intended to impede the meeting process, but simply to ensure that the rights of all Trustees are protected and meetings move towards action. Using parliamentary rules to impede the meeting process is unethical and detrimental to the team atmosphere.

The Agenda

Your Board meeting should run according to the agenda prepared by the Library Director and the Board Chair. The purpose of the agenda is to set a clear direction for the meeting. The Board Chair will ask the Board to formally vote to approve the agenda plan at the beginning of the meeting. When the Board approves a written meeting agenda, Trustees agree to discuss those issues on the approved agenda in the order listed.

Socializing with other Trustees is important to building the team atmosphere, but socializing needs to be done before and after the meeting, and kept to a minimum during the meeting.

Meeting Minutes

The minutes of the meeting, when approved by a formal vote or by consensus of the Board, is the official legal record of what happened at the Board meeting. The minutes are also an important communication between the Board and constituents. New Trustees should examine the minutes of Board meetings for at least the past year to determine what issues the Board faced and how these issues were handled.

Any Board member has a right to ask the Board to correct errors in the minutes before the Board accepts the minutes as a record of the previous meeting. Detailed views about an issue or the Board member's reason for voting a certain way should not be recorded in the minutes. Copies of the minutes of the current meeting should be mailed to each Board member before the next Board meeting. A copy should also be sent to the State Library and, for the sake of transparency, a copy could be posted on the Library website.

Reports

During the meeting, Trustees will likely hear reports from committees, the Library Director, sometimes the staff, and probably from committees. The reports will provide the background and information the Board needs to deal with the issues on the agenda.

Often, reports will conclude with a recommendation for Board action. Those reports should be sent out in the agenda packet so that Trustees have an opportunity to read them in advance and are prepared to take action at the Board meeting. Those presenting reports during the meeting will simply highlight information, clarify items, and answer questions.

Motions

A motion is a formal request or proposal for the Board to take action. Motions usually come from either committee reports or Director's recommendations, but Trustees may make motions at any time by the parliamentary guidelines.

To make a motion, the member addresses the chairperson, says, "I move that...", and states the action. Most motions require that another Board member support the request for action by seconding the motion.

After the motion is seconded, the chairperson restates it. The Board then begins a discussion of the motion. Some motions, such as the motion to adjourn, do not require discussion. By requiring a motion on an issue before the discussion, the Board focuses discussion on agenda items only and stays on track.

After a motion is made and seconded, there should be plenty of time to discuss freely all the pros and cons of any issue. At the same time, the chairperson and all Trustees must work to keep the discussion moving towards a decision—that's the reason the issue is on the agenda.

Once the motion has been discussed thoroughly, the chairperson will call for the Trustees to vote on the motion. A vote may be taken by a roll call, by a show of hands, or by saying "aye" or "nay". Votes (the number for, number against) will be recorded in the minutes; the Board may decide if the names of those who cast a vote either for or against should also be recorded in the minutes.

It is appropriate for a Board member to abstain from the motion only when there is a conflict of interest on the issue before the Board. Trustees are appointed to express an opinion on the issues; abstaining expresses no opinion.

Once the vote is taken, the chairperson will declare that the motion passes or fails. Upon completion of an item on the agenda, the chairperson moves on to the next agenda item.

The Decision-Making Process

Good decisions are made through a logical, common-sense process that includes pertinent information, expert advice, experience, vision, and exchange of ideas among Board members.

The following process works well for general discussion leading to a decision by a Library Board:

1. **Define the issue clearly.** The best way to define the issue is to place a motion on the table so everyone can focus on it. The Chairperson should make sure that all Trustees understand the intent or meaning of the motion.
2. **Look at the information.** Good decisions are based on good information. Prime sources of valuable information and insight come from the experience of the Board and reports from the Library Director, staff and various committees. Outside experts are also a valuable resource.
3. **Trustees are not appointed for their expertise and experience in running a library,** but rather their ability to ask the right questions, draw upon their experience and leadership skills, and make good, informed decisions for the good of the Library and community.
4. **Consider the alternatives.** Approach every issue with an open mind, believing that there is more than one side to every issue. What seems obvious at first glance may prove to have serious consequences. Play the devil's advocate, ask the tough questions, and encourage other members of the team to voice opinions even though they may not agree.
5. **Even a strong recommendation from the Library Director or a Board committee should not be accepted** without a hard look at the possible alternatives. The Director and committees should be expected to deliver a list of alternatives they have considered in arriving at their final recommendation.
6. **Seek assistance.** The Director should recommend all issues brought before the Board. Never be afraid to seek assistance from outside the Board, including attorneys and any other persons outside the Board who can help you in making decisions. However, Trustees have the ultimate responsibility and liability for decisions.
7. **Assess the issue in light of the library's mission and long-range goals.** Every decision the Board makes should be in line with the mission of the Library and its long-range plan. Every decision made should be for the greatest good of those who use the Library.
8. **Project the consequences.** This is where the Board member's vision comes in. A Board decision cannot be made in isolation from all other things going on in the Library. A Board member must consider how this decision will affect people, programs, and plans. How will the community be affected by the decision? Are there possible legal problems with this decision? Will a decision to spend money in one area mean that less money will be available for other areas?
9. **A decision today could well have consequences for years to come.** For example, a decision to build a new library would be very short-sighted if it did not take into consideration the cost of upkeep and maintenance for the life of the building.

10. **Reach a decision.** This is where the Board members put it all together and voice individual decisions on the issue. It is necessary to set aside personal bias and emotions and cast the vote for what is thought to be the best decision for the Library.

However, you do not vote if you have a conflict of interest. This occurs when a conflict exists between a Board member's obligation to the public or constituency and his/her interest. It is recommended that the Board have a policy defining conflict of interest and stating whether a Board member may participate in the discussion of an issue when that member has a conflict of interest.

Trustees may not always agree with each other on an issue. They are obligated to make their best individual decision but must accept the decision of the majority of the Board team, no matter how they voted as individuals.

Many of the decisions a Board team makes will be done by consensus. Consensus simply means that all Trustees will live with and support a decision on an issue, even though it may not be each Board member's first choice. To reach consensus, an issue is discussed until agreement among all Trustees is reached. This is a more time-consuming and difficult method of decision-making, but it has advantages over the majority vote. Building consensus avoids splits among Trustees and forces a Board to discuss an issue more thoroughly.

Compromise is at the heart of arriving at a consensus on any issue. Although the final decision may not be the one an individual Board member would make, it should be a decision that the member can live with, knowing that none of the Trustees has won or lost, but all have compromised.

Committees

The many complex issues with which your Board works cannot always be handled efficiently by the full Board. Some issues may be assigned to Board committees for study with the understanding the committees will make recommendations to the full Board. Committee work is a good place for Trustees to offer any special expertise they may have, but service on committees is not limited to the experts. Committee service is one way to learn more about the Library.

Whatever the name or type of committee, the purpose of creating it is to extend the capabilities of the Board. Committees are extensions of the Board and always responsible? To the full Board, committees have no power or authority beyond what is granted to them by the full Board. The only action committees can traditionally take is to study an issue assigned by the full Board and make recommendations to the full Board about the assigned issues.

Occasionally, committee members may be selected from people outside the Board so that the Board can utilize additional expertise. Involving non-Trustees also builds ownership among other members of the public and opens an avenue of communication between the Library and the community.

Committee meetings, as well as meetings of the full Board, may be subject to the Open Meeting Law. That is, if voting or other official action is to be taken by the committee and

one more than half of the committee members are present at the meeting, the committee must abide by the law and post an announcement of the meeting in advance.

If your committee system is well defined and the committees are being held accountable, the Board should receive regular reports from each committee. The committee reports should explain what the committee has been doing for the Board and make recommendations for Board action.

Trustees not on a committee should feel free to ask questions and get clarification from committee members, but avoid repeating work the committee has done. Meetings of the full Board should not be used as a time to conduct committee meetings. The purpose of the committee is to save time for the Board. If the full Board repeats the committee discussions after the committee reports to the Board, the Board has not saved time but rather doubled the time spent on the issue.

The Board may have "standing" or permanent committees that are described in the bylaws of the library and function year-round. As certain important issues arise, the Board may also appoint temporary or "ad hoc" committees to study those issues and bring back items for discussion or a vote to the Board.

At certain times, the Board may meet as a "committee of the whole". This is done to allow time for an in-depth discussion of one subject. The issue is then presented as a committee report at the regular Board meeting where formal action is taken.

The Board should also have an Executive Committee consisting of the Board officers and the Library Director. The Executive Committee often has limited powers to act for the full Board in emergencies but must have all actions ratified by the Board at the next regular meeting.

All committee meetings should be approached with the same seriousness as the regular Board meetings. Prepare for the meetings, attend the meetings, and take part in the discussions. If there is an assignment from the committee, complete it on time.

When appointed to a committee, it is the Board member's responsibility to learn the mission of the committee, when and where the committee meets, and the names of other members. Examine the history of the committee and the minutes of their meetings for at least the past year.

Each committee member must help the committee stay focused on its responsibility and accountability to the full Board. Although committee meetings are usually not as formal as a full Board meeting, they should have a chairperson, a distinct structure, agenda, and goals. When the committee completes its mission, there should be a clear result of the committee effort that can be reported to the full Board.

Although the Board will accept many committee recommendations, the Board must not feel an obligation to accept all committee recommendations. A committee recommendation is not a "sacred cow" to be blindly accepted by the Board. Committees are given the charge to study and recommend, not make the Board decision.

Chapter 8 - Library Funding, Finance and Budget

Under State Law and the County Library Ordinance, the County Library Board establishes policy and is generally responsible for financial matters about the Library. Library Trustees are responsible for obtaining adequate funding for the services and programs provided by the Library.

To understand the budgeting process and approve an annual budget for the Library, Trustees must know where the education, the State has a direct obligation for adequate financing of library service of the State. While local money comes from and how much revenue they can expect to build into the budget each year. A good understanding of revenue sources is important, as Trustees must encourage continued funding from those sources and find new sources when needed.

Library Funding

In South Carolina, library income to support operating expenditures comes from **three main sources**:

1. **Local Government** (county and/or municipal governments) which can come through an appropriation or from a special tax levied on property, or a combination of the two. These local funds are the major source of income for South Carolina's public libraries.

Local funds committed each year for library support, according to South Carolina state legislation governing public libraries, must be equal to or greater than the number of funds expended in the second previous fiscal year. This amount is known as the "Maintenance of Effort," which is reported on an annual form in the State Aid process and is signed by the County Administrator as a commitment each year to support the county library. It is always hoped and anticipated that the County will pledge and expend much more than the required minimum on the Library.

2. **State Government** through participation in the State Aid program. Each year the South Carolina State Legislature allocates a sum of money for State Aid to county public libraries through a line item in the budget for the South Carolina State Library. These funds, administered by the State Library, are provided to each county library system based on the county's population at the latest decennial Census.

To participate in the State Aid program, public libraries must be legally established and fiscally sound, must evidence progress toward meeting recommended staffing standards, and must offer a program of library service to all residents of the county. The regulations under which the State Library administers the State Aid program ensure that state funds will not replace local funds and that state funds will be used to achieve a higher level of public library service. With State Aid funds, public libraries can employ a qualified Library Director, develop collections of materials of high quality, and carry out special programs to enrich the quality of life in the communities they serve. Library Trustees and the Library Director should be familiar with the regulations under which the State Aid program is administered. Contact the State Library with any questions about State Aid.

As the level of government responsible for maintaining and improving basic public library services, the State should ensure a minimum level of service, equalize library services where local resources are insufficient to provide basic services, develop statewide cooperative programs, assist in the coordination of services, and provide on-going support for library technology.

Accelerated demands for service and increasing recognition of libraries as major components in the State's education system have demonstrated the inadequacy of state support for public libraries. For these reasons, attempts will continue to be made to raise the State's share of total public library financing. The assistance of Trustees, library staff, and library supporters are needed in lobbying efforts locally and at the capitol in Columbia.

3. **The Federal Government** through its funding program entitled Library Services and Technology Act (LSTA). LSTA authorizes federal aid for libraries and is administered by the South Carolina State Library. These funds are an annual appropriation to the State Library to provide services and assistance to libraries. Through the program, the State Library awards grants to county and regional libraries primarily on a competitive basis. Libraries are eligible to apply for LSTA funds, under guidelines set by the State Library. LSTA grants awarded by the State Library are typically for program funding only. They can be used to purchase a Bookmobile, but cannot be used for construction or renovation.

Other Sources of Library Funding

1. **Grants.** Local, state, and federal grants other than the state and federal funds described above are possible sources of income. For example, public libraries may receive grants for programs, usually on a matching basis from such agencies as the South Carolina Humanities Council and the South Carolina Arts Commission. Trustees should be on the lookout for any additional or new sources of public funding that might become available. Occasionally, construction grants become available through agencies of the State and Federal government. Trustees should look for opportunities to talk to their elected State and Federal officials who may be able to assist with special grant funding for the Library.

Private foundations, businesses, and corporations may award grants to assist local libraries with programs, services, or building projects. Many times, the grants are from local or regional organizations or businesses that wish to give something back to their communities.

2. **Library Foundations.** Since libraries have traditionally received memorials and monetary gifts, and because of the need, from time to time, for funding outside the traditional methods, it may be a good idea for the Library to consider setting up a foundation.

A Library Foundation functions as a separate entity and can attain 501(C) (3) status from the Internal Revenue Service. Gifts to this foundation are tax-deductible to the donor. Many donors will not give to tax-supported agencies (i.e. governmental departments) but will give to an organization that will enhance that agency's services and programs. When a foundation is established, it becomes a vehicle for gifts,

bequests, memorials, fund-raisers, capital campaigns, etc. Donors often prefer this choice.

A Library Foundation is set up to benefit the Library. Often the Foundation is established solely to contribute to a large project such as a new library building. Its bylaws should describe clearly the aims and long-term goals of the funds it holds.

3. **Trusts or Endowments.** Sometimes, gifts are set up as trusts or endowments for specific purposes. Monies are donated to these funds and interest income is generated from the investments.
4. **Friends of the Library groups.** Many libraries encourage citizens to establish Friends groups to raise funds for special library projects. Friends groups should be set up as 501(C) 3 organizations so that donations become tax-deductible. Friends groups are excellent at attracting publicity, and encouraging good public relations and goodwill for a library.
5. **Other sources.** Local businesses are another option. Boards can solicit funds from these businesses directly or determine if a business has a community support program.

The bottom line: Non-governmental funds should never be depended on for ongoing costs for operating a public library system. It is not realistic to expect that sufficient funding can be derived from private sources to compensate for the lack of adequate public funds needed to operate a library system.

Budget and Finance

A budget is a plan for the expenditure of funds for the next year to carry out the Library's programs. County and state governments in South Carolina operate on a July 1 – June 30 fiscal year, while the federal government operates on an October 1 – September 30 fiscal year. The budget process for the next fiscal year begins shortly after the beginning of the current fiscal year.

To make good decisions, library Trustees need a basic understanding of library finances. The Board has a clear responsibility to ensure that public funds are used in the best interest of the community and that the Library has adequate financing to continue its programs and services.

The budget is directly related to the Library's planning and political funding process. Good service and good planning will result in an innovative, progressive budget. A budget that merely repeats previous budgets indicates a lack of planning and is a disservice to the Library's community.

Budget authority: A necessary first step in successful budget planning is knowing who has the authority and who does what in the budget planning process. Written policies and procedures should outline responsibilities and roles clearly. Trustees play a vital role in creating the budget and getting it approved because they are the Library's link to the community and its government. The preparation of the budget is a cooperative process involving Trustees and the Library Director. The Library Director is responsible for the

preparation of the budget request; Trustees are responsible for final approval and adoption of the budget.

Understand the planning context: The budget must reflect the purposes and priorities of the Library as outlined in the long-range plan. Budget requests should be made within the context of a planning process and tied to clearly-stated purposes and priorities.

Give yourself and others time: Ample time should be allowed for the development of the budget and consideration by the local funding authorities. Usually, it takes from six to nine months to develop a budget.

Question everything: A budget is a tool for accomplishing specific objectives. When an objective has been accomplished, phase out the program or project that was designed to meet it and request that funding be moved to the next priority.

Be realistic: Trustees should understand the financial climate in the community so that they know what can and cannot be expected in the way of library support. They should understand the competing demands of other County departments so that they can advocate for the Library's fair share concerning other departments. Boards may use *the South Carolina Annual Statistical Summary*, published annually by the State Library, to compare their library with others and to understand their government's level of effort. *The South Carolina Public Library Standards* can be used to justify increase funding needed for services.

Keep it simple and tell the truth: The Library and its needs should be understandable and accessible. Library staff and Trustees should avoid using acronyms and professional vocabulary in the budget process that may be unfamiliar or misunderstood. The Board must be mindful of credibility. If the Board or the Library Director says that something (negative for the Library) will happen if the budget is cut, be prepared to back up that claim with facts.

The budget is not a secret: People have a right to know how their money is spent. The budget must be understandable. The Board should use simple and familiar comparisons to illustrate the value people are getting for their tax dollars. For example, instead of using large, meaningless figures, use a per capita figure for expenditures, and then compare these to the average cost of a book or a sporting event.

Read, listen, and learn: Boards can learn how other departments and agencies present their budgets. Success can be used as an example. Boards can determine what the County is looking for and what impresses them.

Budget Activity	Person(s) Responsible
Develop a budget calendar with key dates for completion, the definition of tasks and assignment of responsibility.	Library Director and staff
Review the Library's long-range plan, goals, objectives, community needs, economic conditions, and trends.	Board, Director and staff
Evaluate programs and services to determine needed changes and the prior year's actual costs.	Board, Director and staff

Discuss preliminary budget limits with local government.	Director
Make a preliminary decision on library priorities.	Board
Develop a draft budget, including contingency plans, so that budget changes can be planned in a non-crisis environment. Justify budget with workload data, trend charts, etc. Balance all figures and show all anticipated revenue and expenditures.	Director and staff
Approve or amend the draft budget.	Board
Submit the budget to local government officials for review and analysis and respond to questions.	Board
Support the budget with appropriate authorities.	Board and Director

Budget Presentation

Boards must justify the budget increases in the request, as well as the budget base. They must state why the community needs the service and what is unique about the service. They must describe the Library's contributions and the benefit to taxpayers. They should describe who uses a particular library service. They should present library goals, plans, and accountability.

The Library must be seen as a basic community resource and information agency. Invite local and state officials to programs, receptions, and library activities. Promote and provide reference services and assistance to county departments and officials. Be sure to share your successes with local governing authorities. Awards, record numbers at summer library programs, staff accomplishments, and news articles should be part of regular reporting about the Library to the county council.

Budget Management

Financial Reports: The Library Director should provide the Board with monthly financial reports that review:

- Total budget
- Current month's expenditures
- Year-to-date expenditures
- Balance of budget
- Explanation of major changes

Budget Process: The budget process serves three basic purposes:

Accountability, which is related to the stewardship role of the library; the Trustees have a responsibility to safeguard public funds. However, the stewardship role also includes spending the funds needed to provide library services to the community and not hoarding funds or "saving for a rainy day"; Financial information, which relates to the

management role of Trustees and the need for accurate, timely, and reliable information as a basis for effective decisions and library policies; Information from which the public can assess the financial conditions and operations of the Library.

Amending the Budget: When the County adopts the Library budget, it gives the Library Board the capability of sending all funds budgeted. If the Library receives additional income from any source, it should not be spent unless the budget is amended to include the additional income.

Annual Audit: Every public library in South Carolina must, to qualify for State Aid and Federal funds, have its financial records audited annually by a certified public accountant and must supply the State Library with a copy of the audit report.

- The audit is the Library's "proof" that funds have been managed and expended wisely. The audit illustrates the County's annual adherence to the Maintenance of Effort commitment. The audit must clearly show receipts and expenditures of State Aid and federal funds, broken down by item, for the July 1 – June 30 fiscal year.
- If the Library's audit is part of the overall County audit, the audit report might not be sufficiently detailed to serve the Library's purposes. If this is the case, a separate audit of the Library's records is recommended. State Aid funds may be expended for this purpose.
- When a County Library receives a Federal LSTA grant award administered by the State Library, the funds granted must be accounted for in the audit describing the fiscal year in which the grant was made.

Insurance: The Library Board has the obligation to ensure that the staff and assets of the Library are protected against serious loss. Trustees and the Library Director discuss and understand what coverage the County for library property, library personnel, and individual Trustees provides. The South Carolina Insurance Reserve Fund, an office of S.C. Budget and Control Board is authorized and required to provide insurance to governmental entities (including local governments.) If the County insures with this Fund, Trustees may want to learn more by visiting the SCIRF website: irf.sc.gov.

Risk and Insurance Management Manual for Libraries (by Mary Breighner c2005) is a helpful guide to this subject and is available through the SCLENDS catalog at the State Library.

Chapter 9: Strategic Planning

Library Boards continuously guide, shape, and build library services for their community as they make judgments on money, buildings, programs, and staff. The challenge is to base these decisions on a carefully considered written plan. The purpose of planning is to anticipate both opportunities and problems.

Open-mindedness and creativity are paramount in developing a plan that will direct the most effective use of library resources. Trustees must keep in mind the present and future needs of the entire community served by the Library. Planning is a Board/Director partnership activity. Obtaining input from the members of the public, as well as from staff, is critical. The Library Director and staff must have a strong involvement in the formulation of the plan.

A good resource for planning is the *South Carolina Public Library Standards*, published by the South Carolina State Library. This document, developed with input from the public library community, encourages the ongoing development of quality library service in South Carolina. Used as a planning tool, it assists libraries in setting goals and objectives based on service standards. Every public library must determine its own identity in its community. These standards encourage libraries to plan and offer services based on community needs and measure their effectiveness. The document stresses the importance of long-range planning and the evaluation of services in achieving excellence.

Planning for the future is one of the Library Board's primary responsibilities. A good plan is a roadmap for the Library. It assists the Board and the Director in making the best decisions for the community. It also communicates the Library's priorities and future vision to the community.

A good plan reflects an examination of the following questions:

1. Where are we now?
 - What is the present state of the Library?
 - How does the Library meet the community's needs?
 - What are the economic and political factors affecting library services?
 - What role does the Library play in the community? Where do we want to go?
 - What trends can be identified as significant to the Library's future?
 - What is the mission of the Library?
 - Does the Library have a mission statement?
 - What are its goals?
 - What does the Library want to accomplish?

2. How do we get there?

- How will the Library make its vision a reality?
- What steps should be taken?
- Who has responsibility for each step?
- What is the best sequence and timetable for implementing the steps?

3. How do we know we've arrived?

- How will the Board determine when the plan has succeeded?
- What measurements of attainment will be used?
- How and why will we adapt our plan in the future?

Planning involves looking at what is possible among a wide range of alternatives. Planning takes into account the present and future needs of the entire community served by the Library. A good plan also helps the Library develop alternative scenarios for a changing future.

Obtaining input from members of the public, the Director, and the library staff is critical.

When preparing to create and/or amend a plan, it is important to assemble a team or committee of diverse representatives of the library community. Often, Friends of the Library serve as representatives of the general public. Other times, influential members of the community and/or representatives from other governmental units are sought to serve on the planning team.

The team should strive to represent as many perspectives as is practical in order to ensure buy-in for the resulting plan from staff, patrons, Trustees, municipal leaders, and any other group involved (or that the Board would *like* to get involved) in the welfare of the Library.

How to get where we want to go: Planning Statements

A good plan follows a hierarchy, starting with a mission statement, then goals, objectives, and, finally, action statements.

Mission Statement: A concise statement of the Library's purpose for existing. The statement is carefully worded to provide enough specificity to serve as a guide for the rest of the plan without losing focus. In other words, it is brief and direct. A mission statement is the most basic and permanent part of the plan. The Library's goals, objectives, and action statements flow from the mission statement.

Goals: A broad statement of what the Library should be doing in the future. Goals must be consistent and flow from the mission statement. An example of a goal is:

“The Library will provide access to a library building for residents within a 10-mile driving radius.”

Objectives: Statements of specific results to be accomplished that support achieving a goal. Objectives need to be capable of being counted or measured. This allows for a determination of the successful accomplishment of a goal. For example, an objective in support of the above goal could be:

“The Library will build two branch libraries within the next 10 years.”

This statement makes it possible for the Board and community to determine if this objective has been met. It provides a time frame in which to build a specific number of branches.

Action Statements: Statements describing the means that will be used to attain the objectives. These are the most specific part of the planning statements. An action statement includes a detailed time frame, names personnel who will participate, and outlines specific costs.

Evaluation

When the plan is completed and implementation begins, the planning process shifts to review and evaluation. The Board monitors the plan's progress and makes adjustments as necessary. Are goals being accomplished? Are parts of the plan out-of-date and in need of amendment or abandonment? Are there new community elements that need to be added to the plan?

Plans are dynamic documents and need to be reviewed to keep them relevant. While mission statements remain constant over long periods of time, goals, objectives, and action statements are often amended in light of changing circumstances, such as shifts in population, in funding, or in technology.

With a strategic plan in place, all elements of the community know where library service is headed, at what cost, and in what time frame. Strategic plans determine budget planning, staff allocation, and public service direction. Long-term plans are the cornerstone of Board leadership.

Chapter 10: Policy Development

Policy-making is one of the Board's most important responsibilities. Policies reflect your attitude toward your building, collection, services, staff, and community. Your written and approved policies govern the operation of the Library. Library Boards usually adopt two separate policy manuals: one to cover the rules of the public library, and one to cover personnel issues.

Benefits of Library Policies:

- Ensure that the Library's goals and objectives, plans and procedures support the mission.
- Guide the Director and staff in implementing the Board's decisions.
- Provide direction and consistency in day-to-day services and operations.
- Assures that library users and staff are treated fairly and consistently.
- Encourages informed and proactive decision making by anticipating needs and problems before they reach the crisis stage.

Who Makes Policy?

While only Trustees have the legal responsibility and authority to make policy, experience shows that this process works best when the Library Director and staff are involved in researching options, drafting policies, and making reports and recommendations to the Trustees. Effective library services and development are the result of partnerships. The Trustees, Director, and staff should cooperate with one another and complement each other's efforts.

It is the responsibility of the Director and staff to keep the Trustees informed about progress and problems. They advise, assist, report, and recommend. When policy decisions are made, staff implement the Board's decisions, administering the Library's programs within the framework of the Board's policies, plan, and budget.

It is the responsibility of Trustees to establish library policy. In so doing, they should solicit information and advice from the Director, the staff, and library users. The Board should make sure that policies are consistent with the Library's conditions and circumstances. Because the Board understands that for a policy to be meaningful, it must be implemented; they help the Director and staff understand, accept, and follow library policies.

Review and Revise

The library environment is not static. Effective policy-making is flexible to reflect changing circumstances. A policy is rarely a finished product; it is more like a work in progress. Policies should be reviewed and revised periodically, as changing needs and circumstances dictate. Sometimes a change in policy is mandated from outside agencies. The need to address the requirements of the Americans with Disabilities Act is a recent example of how

library policy can be affected by changes in laws and attitudes in larger society. The issue of sexual harassment is another example. As libraries face new developments, policies should be revised as a means of addressing such changes and taking advantage of new opportunities. As policies are reviewed, some key questions should be carefully considered by the Board:

- Is the policy reasonable (including any penalties for violations)?
- Do they account for changes in the Library's environment?
- Could the policy be applied in a discriminatory manner?
- What new circumstances or needs require changes in policy?
- Does the policy comply with the current law?
- Is the policy measurable?

The Board should examine each existing policy to determine if it is understood, still relevant, and enforced. The Board should consider what new policies might be needed. An all-at-once approach to revision is much too cumbersome for any Board. An easier way is to date every policy and revisions and establish a review date. The Board (or a committee of the Board) can then examine policy on or before that date. This makes it an ongoing process and much less overwhelming.

Once policies are adopted by a Board, any changes in those policies must have Board approval.

Steps to Good Policies

In itself, the process of establishing, reviewing, and revising policy is an excellent organizational tool. Policy making provides the Trustees, director, and staff with an opportunity to understand the Library's community, to evaluate the Library's strengths and weaknesses, to reach consensus on the Library's purposes and priorities, to clarify and strengthen relationships within the Library, and to communicate the Library's needs and achievements to the community at large. Policy making that achieves such multiple goals requires full Board participation.

Typically, the Board will assign a committee to make an assessment of the issues, and an analysis of how the problems identified can be treated. This committee may include the Library Director, staff members, and Trustees.

An analysis should consider:

- Long and short-range effects of enacting the policy.
- Possible positive and negative side effects of the policy.
- Estimated costs of implementing the policy, including the library budget, staff resources, building and equipment requirements, and collection implications.

- Legal implications of enacting and implementing the policy.

Once the assessment and analysis are completed, the committee reports to the full Board, usually with recommendations and a draft policy. The committee should give the Board any relevant documents to be considered, well before the Board meeting convenes. The Board reviews the work and recommendations of the committee and makes the decisions that will shape the final policy.

The South Carolina State Library can supply sample policies for the committee to use in developing the first draft. After the draft policy is considered, the Board completes a final version, and formally adopts the policy in a business meeting. Once the policy is adopted, it must be introduced to the staff. Training may be required. The policy should be published and distributed to all who may be affected or concerned by it. The Board can use the policy as a public relations tool to tell the community that they are working proactively to improve the Library and its service.

The Library Board must approve all policies in properly posted public meetings. In consideration of policy matters, it is important that you give adequate time and attention to the many complex issues that may be involved. All library policies should promote the best interests of the community and be consistent with the Library's mission and strategic plan. You should be satisfied that a policy is legal, clear, and reasonable and that all ramifications (including the effects on the public image of the Library) are understood.

After a new policy is established, it is important that the policy be (is) clearly documented and available to staff and public. It is helpful for a library to gather all library policies into a policy manual available to all staff and readily available to all library users. Many libraries are now posting their policies on their websites to help make the public more aware of the library's services and policies. Although disagreements during the development of policies are natural, each Board member should support the implementation of policies once they are established. Challenges to policies are most common on the topics of material selection and public internet access.

Legally Defensible Policies

It is important for policies to be legal. Illegal policies can open the Library to liability. Below are four tests of a legally defensible policy:

- **Test #1:** Policies must comply with current statutes and case law. For example: A library policy paying board members for attending meetings would be contrary to Georgia O.C.G.A. § 20-50-44, which requires that members of the Board of Trustees receive no compensation.
- **Test #2:** Policies must be reasonable (and all penalties must be reasonable). For example: A library policy that says, "All talking in the Library is prohibited, and anyone who talks in the Library will permanently lose Library use privileges" is clearly an unreasonable rule with an unreasonably harsh penalty.
- **Test #3:** Policies must be clear (not ambiguous or vague). For example: A policy that says, "Library use privileges will be revoked if a patron has too many overdue books" is too vague to be fairly administered.

- **Test #4:** Policies must be applied without discrimination. For example: If a library charges fines, it cannot give preferential treatment to some individual patrons. For example, if the Library sometimes waives fines, that waiver must be available to all patrons on an equal basis – not just to friends of library staff or to politically important people.

Policy Development Steps

The following basic steps provide for careful development and review of library policies:

1. Director, with staff input, develops recommended policies.
2. Board discusses, revises (if necessary), and approves policies.
3. Director makes sure staff and public are aware of policies.
4. Board reviews policies on a regular cycle so all policies are reviewed at least every three years (perhaps one or two policies could be reviewed per meeting until all of the policies have been reviewed and revised if necessary).

A Policy List for Public Libraries:

- I. Library Mission and Role Statement
- II. Library Board By-laws
- III. Public Service Policies Customer eligibility for borrowing and services (Resident and Non- Resident)
 - A. Collection Development Policy (see also Chapter 11)
 1. Restatement of library Mission and goals, and a description of the service population
 2. Scope and priorities of collection
 3. Library staff responsibility for materials selection
 4. Formats to be included in collection
 5. Selection criteria for each format
 6. Selection procedures and vendor relations
 7. Evaluation, weeding and collection maintenance
 8. Censorship, access and challenged materials procedures
 9. Intellectual Freedom Statement, Library Bill of Rights
 10. Gifts and donations
 - B. Circulation Policy
 1. Loan period and renewal
 2. Confidentiality of patron information
 3. Reserved material
 4. Fines, damages
 5. Interlibrary loan
 6. Special collections
 7. Audiovisual materials and equipment

8. Cooperative borrowing policy
9. Reference Policy
10. Facilities Policy (in terms of public service)
11. Hours of operation
12. Americans with Disabilities compliance
13. Security
14. Meeting room use
15. Exhibits and displays
16. Copiers and other equipment use
17. Community Relations Policy
18. Relations with local government
19. Relations with Schools
20. Volunteers
21. Friends Groups
22. Patron Behavior Policy
23. Unattended children
24. Respect for staff, users and library property
25. Internet Use Policy
26. Management Policies
27. General Responsibility and authority
28. Budgeting and purchasing
29. Personnel
30. Responsibility and authority
31. Job descriptions and classifications
32. Salaries and benefits
33. Hours, annual and sick leave, overtime, holidays
34. Hiring, termination, resignations, and nepotism
35. Performance evaluation and promotion
36. Continuing education/professional development
37. Discipline and grievances
38. Americans with Disabilities Act compliance
39. Fair Labor Standards Act compliance
40. Sexual harassment
41. Personnel records
42. Facilities
43. Responsibility and procedure for maintenance
44. Acquisition
45. Insurance and liability
46. Emergency preparedness
47. Use of equipment, vehicles

Chapter 11: ADA Considerations and Policies

Accessibility is much more than physical access to the building. It is a demonstration of respect of the community as a whole. As libraries transition further into digital delivery, it is a pressing concern to assure that computers, computer interfaces, and digital content are accessible to everyone in the community.

Role of the Board / Role of the Director

The Library Board has a responsibility to ensure the Library and its policies are in compliance with all laws, including the federal Americans with Disabilities Act (ADA). All libraries are considered “places of public accommodation.” The Director has the responsibility to keep the Board aware of current issues related to building and services accessibility. It is important that the Board and Director work closely to ensure equitable access to the Library for all people in the community.

Everyone Benefits When Libraries Are Accessible

Generally, when the topic of accessible buildings comes up, people tend to think that the benefit of the modifications is for people who use wheelchairs or walkers, or perhaps people who use leg braces or crutches. But the reality is that accessible buildings make life easier for everyone. Many people become at least temporarily disabled at some point in life. They may break an arm and not be able to open a heavy door. They may be using crutches because they broke a leg, had a hip replacement, or had surgery for a sports injury.

When parents arrive at the Library with a child in a stroller, they appreciate being able to walk right in and not having to squeeze through aisles and around tables. Healthy, active seniors appreciate not having to struggle with heavy doors and having safety bars in the bathroom. Children appreciate service counters that are at their height and don't force them to stand on tiptoe, or crane their heads to talk to library staff. Busy library staff appreciates doors that open automatically when they approach with an armload of heavy books.

Accessibility means more than making the Library usable for someone in a wheelchair. Accessibility also involves accommodating needs related to impairment of vision, hearing, communication, or intellect. Creating a culture of accommodation and inclusion should be the goal of all libraries. Whether an impairment is permanent or temporary, it should not prevent a person from enjoying the resources of their public library.

Background on ADA Compliance

The Americans with Disabilities Act is a federal law passed in 1990. It is a civil rights law for people with disabilities that ensures people are not discriminated against because they have a disability. Two parts of the law particularly apply to public libraries. Title I requires equal employment opportunities for individuals with disabilities. Title II prohibits discrimination on the basis of disability in state and local government service; this includes public libraries.

The law provides that all people, including those who have disabilities, have essentially the same rights of access to public buildings and services. The law requires certain universal design characteristics to make buildings accessible to people with disabilities. There are two sets of building specifications, the ADAAGs (ADA Accessibility Guidelines) and the ABAAS (Architectural Barriers Act Accessibility Standard). They are both enforced by the U.S. Access Board.

Since the passage of the ADA in 1990, building accessibility has been an essential component of new building construction and renovation of older facilities. Many older public libraries remain inaccessible. The law does require “reasonable” modifications to buildings but permits buildings to remain unchanged if the modifications would be too costly. However, modifications have to be included in any major building renovation or new construction.

- Buildings should be surveyed for accessibility on a regular basis to assure that features designed to provide accessibility are still functioning as intended. Even the settled slab of a sidewalk can be a barrier to accessibility.
- Accessible services are another matter to consider. The Library is required to provide access to its services to people with disabilities. This requirement is not dependent on a building’s being accessible; services must be made available in some way even if the building is not accessible.
- The best way to provide access to most library services is to have an accessible building. But, some accommodations can and must be made until such time as the building is remodeled or a new building is constructed.
- Certain services may require accommodations, even if the building is accessible. The Library should make its willingness to accommodate different needs known to the community when promoting its services. A simple statement on an event flyer announcing the availability of accommodations promotes accessibility.

Some specific regulations for public libraries exist. The law specifies how many parking spaces must be provided, the way the spaces must be painted, the wording on the signs for that parking area, and their placement. Entrances must be modified or designed to make entering the buildings possible for persons who use wheelchairs or other mobility supports. Once inside, the aisles should be wide, doors easy to open, and tables, desks, and computers accessible. Restrooms and fountains must be designed for safety and accessibility for persons with mobility impairments.

All public areas of the building should be accessible to those with physical disabilities (for example, someone who uses a wheelchair). However, if a staff person should become disabled, or a person with a disability is hired, all staff areas would have to be modified to make them accessible as well. The regulations define an “accessible path” and specify the width of doorways and aisles, turn radius at certain points in the room, requirements for the floor surfaces, and the design of bathrooms. Lever door hardware must be used, rather than round doorknobs. All levels of the building must be accessible, as well as all meeting rooms. The person with a disability should not be expected to leave the building and enter a lower

level from an outside entrance; he or she should be able to get to different levels in the building using an elevator.

Specific ADA Regulations for Public Libraries

Public libraries must meet all the general requirements indicated above and address the following areas as well:

Reading and Study Areas: A certain percentage of the seating area must be accessible to people using wheelchairs so that they can sit at a table. Staff should remain attentive to furniture that can obscure paths in otherwise well-designed spaces.

Checkout Areas: At least one part of the checkout desk has to be a specific height for people who use wheelchairs. Security gates must accommodate wheelchairs.

Online Services: Library catalogs, databases, and websites should be in compliance with Section 508 of the Rehabilitation Act. WC3 guidelines provide webmasters with resources and tools to check library online presence for accessibility.

Magazine Areas: There must be access to these areas for people who use wheelchairs, and there is a maximum height for shelving in these areas.

Book Stacks: There is not a maximum height for the general book stacks, but the library staff must accommodate people by helping them get the materials they need. Adequate space between aisles must be maintained. Lighting should be sufficient as well.

Service Animals

The ADA requires respect and accommodation for people who rely on service animals for assistance. Service animals recognized under the ADA include any dog or miniature horse that is individually trained to do work or perform tasks for the benefit of an individual with a disability. They must be allowed to accompany their owners in public buildings.

A service animal is not a pet. Library staff may ask a person if the animal is a service animal required because of a disability and what task the animal has been trained to perform. Staff may not ask that the service animal be removed from the premises unless it is not being kept under control by the owner or is not housebroken.

Assistive Technologies

Technology offers a variety of solutions for a person with a disability. Library staff should be willing to offer assistance utilizing simple, low-tech solutions where appropriate, and pursuing higher-tech ones when they are required. Many digital devices have built-in features such as magnification and text-to-speech that make online resources, including eBooks, easy for many more people to enjoy.

Types of Disabilities That May Require Accommodations

Mobility Limitations

People who use wheelchairs, crutches, and/or braces may have difficulty accessing library services, even if they can get into the building. Other people may also need accommodations if they have limited ability to walk, reach, grasp or turn pages. If the building itself is not accessible, the problem of providing access to services is more complicated. Many libraries provide services to meet the needs of persons in their community who are not able to visit the Library due to illness or disability. Libraries may consider outreach services to nursing homes, daycare centers, and senior service centers. An effective telephone reference and customer support service can enhance services to persons who are unable to visit the Library. Equally, a well-designed library website can provide access to library services to people who are unable to visit the Library.

Tables and seating areas should be designed so those patrons who use wheelchairs have adequate access to them. Computer workstations can be adapted in several ways to make use of computers easier for people who use wheelchairs. Library staff should feel comfortable asking a patron what will best fit their needs.

Blind and Low Vision

A print impairment may be due to low vision, vision loss, or the physical inability to hold a book and turn the pages to read. Public libraries frequently connect people in need with the State Library's Talking Books Services Department for accessible reading materials, including "talking books" and braille materials. TBS provides reading materials to people of all ages, and includes materials mailed to patrons' homes as well as computerized access for easy download onto mobile devices.

Public libraries do provide many services that blind and low vision patrons may enjoy. For example, most Blu-ray discs of feature films include an audio described option that provides a blind viewer with an artistically delivered narrative of the movie.

Public libraries should keep collections of large print books to meet the needs of persons with low vision who can still read print. Library brochures and flyers should be routinely printed in large print or have a large print version available. Audio materials may also be of interest to patrons who have limited vision. Computer workstations can easily be adapted for large print, often using the features built into the standard computer. Large computer monitors can make computer use easier for persons with low vision. The ability to change the background colors and contrasts is also very helpful.

There are many simple adaptations to library services that can make it easier for a person with low vision to use the Library. Libraries can offer magnification tools, ranging from hand lenses to video display magnifiers, to assist readers with low vision. An intensely bright table or floor lamp that can be moved around in the Library is a very useful accommodation. Computer scanners can also be used to scan and then enlarge text and images. Photocopy machines can be used to enlarge pages of text for people

who use large print. Some libraries have adapted toys for children who are blind or who have severe vision impairments.

Computer workstations can also be adapted with software that reads the text aloud. This feature would be very helpful to people with learning disabilities, adults who are just learning to read and people who are learning English as a second language. The Library's web page should follow universal design recommendations so that it can be read easily by people who use a screen reader.

Deaf and Hard of Hearing

As with many disabilities, the biggest barrier to service for people who are deaf is often other people's attitudes. People who are deaf may use sign language, speech read, use an interpreter, write their communication, or use a combination of all of these when they want to access public library services. Service desk staff need training to understand how best to offer services to people who are deaf or who have a significant hearing loss. Patrons should be allowed to decide individually how they want to communicate, and the staff should try to work with each patron to meet their needs.

Programs for both adults and children and all public meetings should routinely include sound amplification by the use of a microphone. This single accommodation is typically enough to meet the needs of most people who are hard of hearing. A closed sound system (which amplifies the sound only for the person using the equipment) can also be used. Libraries must provide an interpreter for any public programs or meetings when one is requested.

It is difficult for people who use a Telecommunications Device for the Deaf (TDD or TTY) to call for reference service unless the reference desk has access to a TDD. Signs should be posted indicating the library has a TDD, and people who need to use one should be allowed to use it. Often a hearing family member needs to call home to communicate with someone who may be using a TDD, and having one at the library makes this much easier. Some libraries use the state Relay Service for the Deaf as an alternative to having a TDD. That is acceptable as long as staff are trained to use the service, and the number is readily available at all service desks.

Libraries should routinely flash their lights when announcements are made, especially for emergency announcements, and to warn patrons that the Library is closing soon. Flashing lights is a technique commonly used with people who are deaf to get their attention. It alerts the patron that something important is happening. Adaptations can be made in story hours to help a child who is deaf or hard of hearing get more out of the program. Some libraries circulate special toys that light up or vibrate for children who are deaf. Libraries often order open and closed-captioned videos. All libraries should have current information on deafness and hearing loss in their collections.

Developmental Delays / Brain Injury / Mental Illness

People who have a developmental delay, have suffered a brain injury, or have emotional or mental illness may need accommodations when they are in the Library. Staff should be trained to treat all patrons with respect, to enforce all rules fairly, and to be tolerant of

behavior that may be unusual but not threatening or that may be involuntary. Staff should strive to make all patrons feel welcome in the library.

Age restrictions for programs are sometimes relaxed for people who have developmental delays and for whom the programs might be appropriate for their mental age rather than their chronological age. Extra assistance and reminders are sometimes needed when patrons with developmental or emotional disabilities attend programs and meetings at the library. The Library can be an important resource for families who have a member with a developmental delay, a brain injury, or an emotional illness. More importantly, the public library has a role in making the family and individual feel accepted and a part of the larger community. Being at a public library is a very “normalizing” experience.

Chapter 12: Trustee Legal Liability

Generally, individual Trustees (like other local governing officials) need fear no personal loss or liability for the honest performance of their official duties and exercise of powers granted by law.

The American Library Association (ALA) has issued an opinion requested of the ALA legal counsel relative to precautions every Trustee or Library Director should observe. Counsel addressed three basic areas of duty where Library Boards or library governing authorities could conceivably be held responsible for their action or inaction: obedience, diligence, and loyalty.

Obedience

The duty of obedience requires that Library Directors or Trustees not permit the Library to engage in activities that are beyond those allowed in its ordinance.

Diligence

The duty of diligence involves responsibility for negligent mismanagement resulting from inaction as well as inappropriate action. Directors or Trustees are personally liable for inaction where management responsibilities have been delegated to Board committees or officers. Trustees must consequently assume “the responsibility for supervising such committees, primarily by periodically scrutinizing their work... pursuing the duty of diligent inquiry and active oversight.”

Loyalty

The duty of loyalty refers to personal conflict of interest. Such conflicts are not prohibited, but the Director or Trustee has the obligation to act in good faith and inform appropriate parties of potential conflict of interest.

Defense against Liability

This document is not intended to give legal advice for a particular factual circumstance. It is intended to alert Trustees to some common legal exposures. It does not include every detail of library law but is rather a general summary. Trustees with specific legal questions should contact the Library’s attorney. It is important to retain the services of a qualified county attorney to read minutes, resolutions, and policies of the Board.

Although suits brought against Library Board members are not common, members are at risk and need to protect themselves. Even if a lawsuit is without merit, the Library may still incur costs to defend its Board against legal action.

Governing Boards can protect themselves by purchasing directors and officer’s liability for members and employees.

Liability suits against library Trustees can arise from:

- Violations of the Open Meetings Act or the Freedom of Information Act.
- Acts in excess of authority.
- Error in acts committed by the Board.
- Conflict of interest.
- Nonfeasance.
- Negligence and intentional violations of civil law against a person or their property.

There are some common-sense practices a Board can institute to try to avoid liability in the context of their duties:

- Have an attorney on retainer and use them. A small cost of prevention is well worth the cost of a lawsuit – even if you ultimately win.
- When in doubt about a matter that could have legal ramifications, consult your attorney.
- Have in place clear and comprehensive ethics & conflicts of interest policies.
- Avoid even appearances of impropriety or conflicts of interest.
- Understand the laws of your state and municipality with regards to matters the Library Board handles.
- Pay particular attention to FOIA (Freedom of Information Act) and Open Meetings Law. Ensure policies are in place for compliance – and that those policies are being followed.
- Consult with an attorney in matters that could have legal repercussions. This includes the drafting of contracts and agreements, personnel issues (particularly issues involving federal laws on civil rights such as disabilities and discrimination).
- Take extra time to carefully read and consider matters involving issues with legal aspects – especially all contracts, agreements, terms of use & licenses.
 - Vote “no” on any proposal that *seems* wrong, or that is clearly volatile of any law or regulation.
- Encourage Board members to ask questions when they are unsure of a proposal or initiative.
- Create a procedure and an environment where Board members, library staff, and patrons feel comfortable discretely reporting incidents of ethics and legal violations.

Boards can lessen their vulnerability through the following actions:

- Encourage all Trustees to attend Board meetings, study the issues, ask questions, vote, monitor progress and maintain active committees.
- Record the minutes and make corrections.
 - Vote against proposed action if convinced there is insufficient information on which to base an opinion; make sure minutes reflect that vote. Follow up on the issue and let the record show the eventual decision.
- Through bylaws, force resignation of Trustees who do not participate or who do not adhere to the duties of office.
- Use a qualified attorney for all legal matters and controversial issues.
- Adopt written rules, regulations and policies and keep them up-to-date. Publicly post rules, regulations, agendas and meeting minutes to avoid any charge that the information is being kept secret.
- Publish minutes in newspapers, the Library's newsletter, the Library website, and on a library bulletin board to educate the public and provide a continuous public record of Board actions.
- Adopt rules, regulations, policies and budgets formally, by use of a motion and vote. Be sure these are documented in the Board minutes.
- Refuse to allow conflicts of interest on the Board. Write a letter of protest for the record if conflicts are occurring. (Examples: a Trustee of the Library is being reimbursed as the Board's attorney, investment advisor, banker, insurance consultant, accountant, or purveyor of goods and services purchased by the Board. A Trustee may not receive any monetary compensation whatsoever in dealing with the Library.)

Chapter 13: Intellectual Freedom

Protecting the Public's Right to Information

Intellectual freedom is the right of access to information. Every individual has the right to define his or her information needs and make personal choices. In addition, the confidentiality of library records is guaranteed by South Carolina law, ensuring the library user of privacy.

It is the duty of the Library Board of Trustees to protect and defend intellectual freedom. The role of a public library in a democratic society is to ensure free and open access to information and materials for all, as guaranteed by the First Amendment of the Constitution of the United States.

The selection of library materials is an essential process that is strongly connected to intellectual freedom. To be prepared to meet challenges to intellectual freedom, every Library Board should have in place a written Collection Development Policy adopted by the Board.

The Collection Development Policy, sometimes called the Materials Selection Policy, should be developed by the Board and the Library Director. The Library is a selector, not a censor. A selector believes in the individual's right to examine and evaluate materials and make personal choices about them; a censor believes in evaluating and choosing materials for others according to the censor's own values. The Collection Development Policy should clearly support the right of all members of the community to have access to a wide range of materials, even if that includes items that some might find objectionable.

The library staff and Trustees must be aware of the contents of the Collection Development Policy. If there is a challenge to library materials, the library staff and Trustees must speak with one voice. A basic understanding of the Library's selection policy will aid in this unity.

Two important elements to include in a Collection Development Policy are:

1. Selection criteria for all types of resources (print, electronic, Internet).
2. A policy on reconsideration of materials. (Note: This is not a policy that states that every choice of material will be reconsidered. It is a statement that the Library will consider, carefully and reasonably, within the Library's collection guidelines, any inquiry, complaint, or challenge made by a member of the community.)

The following steps are recommended for every public library:

- Develop a written Collection Development Policy adopted by the Board.
- Adopt the American Library Association's Bill of Rights and Freedom to Read Statement.
- Develop a clearly outlined method for handling complaints, and establish the chain of administrative authority.
- Require that complaints must be made in writing and signed.

- Provide in-service training for Trustees and staff on what to do if a challenge occurs.
- Become aware of local, municipal, and state legislation relevant to censorship.

Handling a censorship attempt can be an uncomfortable experience. It helps to remember that what Trustees feel as individuals must be separate from the legal duties as Library Board members. Everyone is entitled to their views, but Board members must remember that they represent all their community – not just one party or group. The American Library Association's Office of Intellectual Freedom contains helpful online information concerning censorship challenges at ala.org/tools/challengesupport.

If a library faces a challenge to materials, Trustees should:

- Review the American Library Association's Bill of Rights and Freedom to Read Statement.
- Review the Library's policy, and be prepared to defend the section of the policy that asserts the Library's responsibility to satisfy many tastes and interests.
- Be sensitive; react in a responsible manner and speak as one voice.
- Support the Library Director in his or her response to the challenge.
- Take into consideration the rights of the whole community.

Collection Development

A library's Collection Development Policy should be drafted by the Library Director with input from staff that assists in the recommendation or purchase of materials, such as reference, adult services, teen, and youth services librarians. The draft policy then would be discussed and approved by the Library Board in a formal meeting. If a library is faced with a formal materials challenge, the Collection Development Policy gives the Board a local statement to rely on in its defense of the challenged material. Obviously, book reviews and other outside sources are helpful in defending the material, but a Collection Development Policy adopted by the local Library Board before a challenge arises provides the best defense.

A Collection Development Policy (also called a “Materials Selection Policy”) typically contains:

- Statement of purpose of the materials selection policy.
- Responsibility for selection: Who selects library materials?
- Budget allocation: How will funds be allocated for collection development?
- Criteria for selection: What are the broad requirements for including materials in the library's collection? This should align with the library's mission.
- Description of the selection process.

- Gift items: What are the criteria for adding gift items to the collection and how are they handled?
- Weeding (de-selection) of materials: Describes the criteria for removing materials from the collection.
- Handling materials objections: If an item is challenged, how will the library formally respond? Any forms, or online template language may also be included in this policy (as long as these pieces are kept current).

Chapter 14: Recruiting and Hiring a Library Director

Recruiting and hiring a Library Director is the most important single act undertaken by a county library's Board of Trustees. In South Carolina, state law gives every County Library Board clear responsibility for hiring a County Library Director. The administrative aspects of this responsibility will vary a little from county to county. The Library Board represents the public and is in the best position to know the needs and expectations that a community has for its library.

The Library Board seeks the best possible Director for the library system, recognizing that the Director represents the Library's image in the community. Hiring the wrong person to manage and direct the personnel and activities of a county library system is much more costly in dollars and in stress on the organization, than taking the time up front to carefully match the right applicant to the job. The Library Director is key to the progress the Library can be expected to make.

Throughout the recruitment and hiring process, the Library Board must strive to:

- Attract a pool of qualified applicants for the position of Director.
- Hire a Director who will best “fit” the Library at its current stage of development, as well as prepare the Library for the future.
- Implement a fair and efficient hiring process.
- Maintain confidentiality throughout the hiring process.
- Assist the new Director in getting off to a good start.

Suggested Timetable for Recruiting and Hiring a Director

Month 1	Search Committee appointed Search Committee orientation meeting Review procedures in this manual Establish target date for filling the position
Month 2-3	Create and post advertisements Set deadline for receiving applications at end of month (Prepare for interviews)
Month 4	Review applications Schedule interviews
Month 4-5	Conduct interviews Check references Offer position to top candidate Follow up with remaining candidates
Month 6	New Director reports for work

Current State of the Library

At the beginning of the recruitment and hiring process, the Board should take a “snapshot” view of the of the library system, identifying existing challenges the new Library Director will face. These points will help the Board in creating the position description and the interview questions, and may include:

- Planning and building new facilities.
- Selecting, installing, and maintaining the integrated automation system and other technological innovations.
- Hiring, retaining, and developing staff.
- Library Board development and training.
- Establishing policies and procedures.
- Building positive community relations throughout the county.
- Activating or developing a Friends of the Library group.
- Improving communications between the Library, library support groups, county officials, and other community agencies.
- Developing a strategic plan for the Library.
- Working on public relations and marketing library services.
- Improving collection development practices in the Library.
- Any unique or impending issues.

Required Qualities, Skills, and Experience

What kind of Library Director does your Library need? What personal and professional characteristics are important to ensure good management for the Library? How much experience and what skills are required? How willing is the Board to hire a Director who may have limited experience, but great potential for learning on the job? These points should be discussed before beginning the recruitment process.

Requisite/important skills and experience for Library Directors include:

1. Graduation from an accredited library school with a master’s degree in Library and Information Science (MLIS).
2. Relevant experience in managing personnel.
3. Knowledge of short/long-range and strategic planning processes.
4. Fiscal management skills – preparing and managing a budget.

5. Personnel management skills and experience:
 - Selecting and hiring staff.
 - Staff development and training.
 - Deploying/assigning staff, delegating.
 - Dealing with poor performers and/or attendance problems.
 - Training and instructing.
 - Managing conflict.
 - Involving staff as resources in decision-making.
 - Conducting staff meetings.
6. Experience with, or in-depth knowledge of, conducting and managing public services and outreach, including Reference Services, Children's Services, programming for all ages, utilizing local and statewide resources and support systems to improve services.
7. Awareness of state-of-the-art technology and innovations in libraries.
8. Experience with or in-depth knowledge of Collection Development processes and policies.
9. Ability to establish a good relationship with the Board, to work with the Board on policy recommendations, and to implement Board decisions.
10. Activity and membership in professional organizations.
11. Knowledge of operational and maintenance considerations of the physical facility.
12. Public relations, community involvement:
 - Communicating with the public.
 - Promoting the Library and its services.
 - Communicating with support groups (i.e. Friends of the Library, local charitable organizations).
 - Communicating and working effectively with local education providers.

The Search Committee

The Library Board as a whole can perform all the activities of the recruitment and hiring process, or a sub-committee of Board members may be appointed to conduct all or

particular activities. For example, a Search Committee consisting of three or four Board members may be appointed to recruit, accept and review applications, and recommend candidates for the entire Board to interview.

Here is a typical hiring process conducted by a Search Committee:

1. The Search Committee meets initially with the County Personnel Director to review the hiring process.
2. The County Personnel Director or other human relations staff explains the county's standard recruitment procedures, and discusses the salary and benefits for the position. Interview questions and procedures, and compliance with local, state, and federal regulations, are discussed.
3. The Library Board approves a budget for the hiring process to include costs of advertising the position and potential travel expenses for candidates.
4. Search Committee members are assigned to each element of the recruitment and interview process:
 - General oversight of the process.
 - Write the position description.
 - Write and place job announcements and advertisements.
 - Receive and reply to requests for applications.
 - Receive and acknowledge completed applications.
 - Respond to telephone and email questions from applicants.
 - Photocopy applications and other materials received from applicants.
 - Contact candidates by telephone, and set up interviews.
 - Mail information packets to candidates who will be interviewed.
 - Act as interviewer-in-charge: Greet and introduce candidates, provide general information about the interview process, close the interview.

Working with a Recruitment (Executive Search) Firm

A number of nationwide search firms handle placements for librarians and Library Directors. Search firms act as “matchmakers” between libraries and job seekers. The firm creates appealing and competitive position descriptions, places advertisements in appropriate venues, locates and contacts job seekers, and matches them with appropriate professional openings. Many librarians, especially those seeking directorships, utilize these firms to assist them in a nationwide job search.

Recruitment firms can handle much of the recruitment process for a library position, but there are fees for these services. The Library Board should consult with county personnel about local policy for utilizing such firms.

Create the Position Description

The Search Committee creates the Library Director position description. See Appendix 1 for sample descriptions. Position descriptions must be current and relevant.

1. Define the minimum skills, experience, qualifications and desired characteristics for candidates.
2. Include an attractive description of the library system and the jurisdiction (city, regional setting, and proximity to other metropolitan areas); create a favorable impression of the surroundings and amenities.
3. Determine the hiring salary range. Salary must be competitive to attract well-qualified candidates, and should be in keeping with Library Directors' salaries in South Carolina cities of similar size. Decide if relocation costs will be included in the compensation package.

Recruitment Process

1. Create a complete and informative printed advertisement based on the Library Director position description.
2. The advertisement should include the deadline by which all applications must be received, require a resume, and a minimum of three references.
3. Clear contact information must be established: Where do candidates send their material? Can they send materials by email? By fax? Who can they call with questions?
4. Conduct a broad search. Bring the position to the attention of the national market of possible candidates in order to attract a large pool of qualified applicants.
5. Place/post the advertisement on the South Carolina State Library's online job listing of current positions available throughout the state and in nearby states. Send the advertisement to any contact at the State Library and they will be happy to post it.

Helpful hints:

- The ad should help potential applicants to "screen" themselves, that is, determine whether this job is a good fit from the applicant's own perspective. Use very specific language about desired skills and educational level to discourage unqualified applicants.
- Don't reinvent the wheel! Utilize existing personnel descriptions and advertisements, but make sure they reflect the specific desires of your community.

- It is a fact that there are rarely enough qualified candidates in any one state who are prepared to direct a library. The Board should be prepared and willing to seek candidates from outside the state.

If it proves difficult to attract a pool of qualified applicants, the Library Board may consider advertising the position and conducting interviews at the *American Library Association (ALA)* and the *Public Library Association* conferences. Many job-seeking librarians attend these conferences, held in January and in June each year. Another conference that may attract appropriate candidates is the *Association of Rural and Small Libraries* conference, held annually in September or October.

Standard Application Forms

Receive and reply to any requests for an application. Send a packet to each applicant that includes a cover letter briefly explaining your process, a copy of the job description, a standard application form, and information about the Library and the community.

Most candidates now are accustomed to applying for jobs online. If your county or your library maintains an online application process (typically a fillable applications form on the Internet), explain this in the job posting and include a link to the form.

Establish a neutral email address to which candidates can address questions, and to which they can send electronic versions of their application materials.

A supplemental questionnaire may be sent along with the application form or included on the website, which will give the Search Committee more specific information about each candidate.

Instruct candidates to return all material by a predetermined deadline. A complete application should include a full resume, a completed application form (with signature authorizing the Library to verify employment with the applicant's present and former supervisors), a completed supplementary questionnaire (optional) and three letters of recommendation (letters can be mailed separately).

Helpful hint: Never accept a resume in lieu of a completed application form. A standard application form requires a signature giving permission to check with the applicant's present and former supervisors to verify prior work experience.

Receive and Review Applications

1. Designate one member of the Search Committee to be responsible for all correspondence and paperwork regarding the application process. The person appointed must record, and keep the Search Committee fully informed of, all applications, questions from applicants, and responses made to applicants.
2. Keep photocopies of all correspondence. All telephone conversations with applicants must be noted. Full record keeping will protect the Board should any applicant challenge the recruitment procedures.

3. The Search Committee and the Library Board must keep all activity related to the recruiting process strictly confidential.
4. From time to time, library staff should be given a status report with such general information as total number of applications received to date, number of applicants to be interviewed, etc. Never discuss with staff the names of candidates or personal information about them.
5. The candidate will be required to produce proof that he/she graduated with a master's degree in librarianship from an accredited library school. This could be a copy of the degree itself, a transcript showing fulfillment of the degree, or contact information for the graduate school. If an applicant indicates that a placement folder is available from his/her library school, request the folder from the school. The South Carolina State Library can provide library school addresses and telephone numbers.
6. Review applications and other materials as they are received.
7. As materials are received from each applicant, they should be photocopied (one copy for each member of the Search Committee) and organized for easy retrieval. Files should be ready for the Search Committee or Library Board members to review at any time.
8. The Search Committee should contact the Board Chair regularly to report the status of the recruitment process.
9. Search Committee, Library Board members, and Library staff must all understand that it is unethical to discuss specific candidates outside of official Search Committee or Library Board meetings. Board members must not answer – even informally – any questions about the applicants from staff or others.

Screen Applicants

The Search Committee reviews applications with the goal of narrowing them down to a set of at least three promising applicants.

1. Often, the Committee will immediately identify some applicants who do not meet the minimum qualifications, or who will otherwise clearly be unqualified for the position. Remove these from the process, and send the applicants a rejection letter.
2. Examine candidates' responses to the supplemental questionnaire, if used.
3. Verify that the candidates' MLIS degrees are from accredited library schools.
4. Consider past accomplishments as a predictor of future performance.
5. Scan the application form for "reasons for leaving" a previous job. The words "fired" and "quit" should obviously send up red flags, but no information at all is also worrisome. The best reason for leaving a previous job is "to take a better job."

6. Look for evidence of promotions and increasing levels of responsibility. Note whether the person has jumped around frequently from one job to another (with no corresponding increase in responsibility), or has unexplained long gaps in employment.
7. Discuss and compare impressions based on the application materials, and identify the three best-qualified applicants.
8. Depending on the length of the hiring process, at this point the Committee may contact the top applicants by telephone or by letter, to obtain confirmation of interest in the position.
9. Less-qualified applicants may merit further review, depending on continued interest of the top candidates. Set these second-level applicants aside temporarily.

Plan and Prepare for Interviews

1. Prepare and mail a packet of materials to each candidate to be interviewed. Include:
 - A confirmation letter and an agenda for the day of the interview. Mention in the letter whether travel expenses will be covered.
 - Directions/map to the interview site.
 - Current library budget.
 - Previous year's annual report.
 - Information about the county and town(s).
 - Any other printed material that will give candidates a clear picture of the Library and its role in the community.
2. Decide who will interview the candidates. The Search Committee? The entire Library Board? The same group should be present at all interviews.
3. Prepare the list of interview questions. The questions can include and expand upon the supplemental questionnaire with additional questions as needed.
4. *Helpful Hint:* Questions should be designed to elicit as much information as possible about the candidates' skills and experience. See "Evaluation Criteria" and "Skills and Experience" below for desirable qualities and characteristics that should be explored in the interview.
5. *Helpful Hint:* Keep in mind that the interview process should provide the candidate with a fair, accurate picture of the Library and working conditions, as well as the Library Board's expectations.

6. Be familiar with questions that may not be asked in interviews (consult your county Human Resources department, or contact the State Library for assistance with these.)
7. Choose an appropriate setting for the interviews. A meeting room in the main or branch library is appropriate. Plan to provide a few light refreshments – water and coffee will be appreciated, and will provide the opportunity for a short break for the candidates.
8. Determine the agenda for each candidate visit. A typical agenda will include (in any order):
 - Initial “meet and greet” with the Search Committee.
 - Tour of main library and brief introductions of staff on duty.
 - Tour of other branches.
 - Lunch (with any or all of these: Search Committee, Friends/Foundation president, other Library Board members, County personnel).
 - Formal interview.
 - Meet in a group with staff.

Schedule Interviews

Determine availability/schedules for all Board members who will attend the interviews.

1. Invite the candidates (a telephone call is easiest and is appropriate.) It is generally best to schedule one candidate per day.
2. Make a hotel reservation for candidates who must travel a long distance. Arrange to pay for the room and the candidates’ meals.
3. Determine who will lead the interviews and keep things moving along. Plan how to divide interview questions among members of the interviewing committee.
4. A few days before the first interview is scheduled, meet to review the interview questions and agenda.

Conduct Interviews

1. Assign one Search Committee member to take detailed notes during the interview, or record the interview. Others may want to jot down a few points that strike them as important during the discussion.
2. Be sure to tell candidates in advance that notes will be taken or that a recorder will be used during the interview. (Notes or recordings of the interview may be requested by subpoena at a later date if there are problems with the interviewing process.)

3. Give candidates a chance to freshen up or relax before the interview. Plan to give the candidate a short break or two during the course of the day.
4. Ask questions, and allow adequate time for the candidate to answer completely. Don't hesitate to re-ask a question if the candidate's answers are not clear.

Post-Interview Discussion

Immediately after each interview, take a few minutes to discuss and summarize the candidate's strengths and weaknesses. This is particularly important if some time will elapse between interviews.

The following general impressions should be explored in the post-interview discussion:

- Do all members of the Search Committee feel comfortable with this candidate?
- Is the candidate a “people person” with the ability to communicate effectively?
- Does he/she possess political savvy?
- Has the candidate previously dealt with issues similar to those facing your library system?
- What image did the candidate present? Was he/she neat, well groomed, appropriately dressed?
- Did the candidate seem service-oriented?
- Did the candidate appear positive, self-confident, flexible, and open to new ideas?
- If the candidate's experience is brief, what is his or her potential for growth?
- Did the candidate seem in tune with the character and priorities of the community?

Evaluation Criteria

The following criteria are generally accepted characteristics of successful, effective Library Directors nationwide. Any candidate who hopes to lead a staff, manage a facility, and work well with the public must possess the majority of these skills and attributes to some degree.

No candidate will display *all* of these personal qualities. Library Boards should identify qualities most important and meaningful to the community being served, and look for candidates' potential to develop those that may be lacking.

- Intelligence, mental alertness
- Good judgment
- Leadership

- Interpersonal skills
- Perseverance
- Confidence, assertiveness
- Self-reliance, ability to work independently
- Uses effective problem solving techniques
- Communicating/listening skills
- Patience
- Sensible, reasonable approach
- Fairness
- Initiative
- Drive, energy, decision making ability

Above all, the Library Director should express great pleasure and personal satisfaction in bringing excellent library services to the community.

Rank the Candidates

1. After each interview, take time to get the library staff's impressions of the candidates. While it is important not to encourage staff to feel that their favored candidate will be the one chosen, a candidate who is disliked by the majority of staff is probably one to avoid.
2. Discuss and rank the candidates – identify the top three, in order of preference.
3. Check references for the top candidate. Contact all personal references listed on the application by phone or by mail, using a standard printed form; include a self-addressed stamped return envelope.
4. Be aware that personnel regulations in some areas may discourage or even prohibit written responses to reference requests. References may be willing to discuss candidates on the phone, but many times do not feel free to provide negative information. In such a case, the caller should obtain as much information as possible but should also pay attention to tone of voice and other signals from the reference.
5. The Committee should, if necessary, meet again to discuss information provided by the references. The group should now seek consensus on the top candidate and agree to offer the position of Library Director to this candidate.

Make the Offer

1. Call the top candidate and offer the position. The verbal offer should include the salary and other important terms (i.e. when the job will start, which town and building the Director will be headquartered in).
2. Follow up the telephone call with the offer in writing including the details of the appointment, the salary, probationary period, and the starting date. Include printed information about benefits, leave policy, etc. if available and if the candidate has requested (this information will be presented to the Director during orientation).
3. Give the candidate two weeks to consider the offer (set a deadline for his/her response). The response can be made by telephone, but must also be made in writing.
4. If the top candidate accepts the offer, write to all other candidates interviewed to inform them of your decision. Also write to second-level applicants.
5. If the top candidate declines the offer, make the offer to the second-rated candidate.
6. If all candidates in the top group decline, the committee should look again at the group of second-level applicants. Consider whether to interview anyone from this group. If not, notify these remaining applicants by letter.

Additional Considerations for Recruiting and Hiring Library Directors

A “Good Match”

It is vitally important that the Director and the Library Board see eye to eye on the Library’s mission in the community. A “good match” does not mean the Board and the Director will necessarily agree on all matters, but the Board must be able to work cooperatively and effectively with the Director.

Board members must articulate specific ideas about what constitutes the right fit for a Director in the context of their own community. This might mean, for example, an ability to communicate effectively, or it may mean possessing a certain leadership style. The Board must be honest and candid about the qualities it wants in a Library Director; only then can the right fit be determined.

Interim and Outgoing Library Director

Former Directors may be able to provide useful information, suggest viable candidates, and offer insight for procedures. It is very helpful if the outgoing Director can provide a briefing notebook for the new Director.

The Board should plan to compensate an Interim Director for taking on additional duties and responsibilities. Continued high-quality library service is extremely important during the recruitment process.

Salary

A common mistake of Library Boards is to set the Director's salary initially too low to attract the best candidates. The Board should work with County Human Resources to develop an employment package that is competitive.

Efficient Recruiting

Recruiting should be done with dispatch and efficiency. Good candidates can easily be lost if the Board delays too long in the process.

Realistic expectations

The Board needs a clear understanding not only of what it will require of a Director but also what the Library, and the County as an employer, have to offer to the Director. It is important that candidates leave the interview with an accurate picture of what the job entails, the challenges the Library faces, and the overall condition of the library system.

There is no one perfect person for any job. Most candidates have a mixture of skills and experience in varying degrees of suitability for any position. The Board should discuss the potential of each candidate to overcome any weak spots through training and on-the-job learning.

What if no candidates demonstrate “the right fit”?

If a round of recruiting is completed and no suitable candidates are identified, the Board must be prepared to renew the recruitment rather than settling for a candidate whom the Board does not honestly believe to be fully qualified. Hiring the wrong person is much more expensive, in the long run, than going through the process again.

Chapter 15. The Board's Relationship with Library Director and Staff

The relationship between The Board of Trustees and the Library Director is effective because the Board of Trustees represents the interests of the community and the Director has the skills to make the Library run efficiently within the parameters set by the Board.

How much does the Board do, and what are the responsibilities of the Library Director? That can sometimes be a source of misunderstanding and potential conflict between Trustees and the Director. There are several ways to clarify responsibilities:

Look at the relationship with the Director as a partnership between the Board and the Director in providing the best library service to the community.

- Duties of Trustees can be defined loosely as dealing with issues that affect the whole Library and its position in the community. The Board sets parameters of how the Library will operate. The Director's duty is to carry out the day-to-day functions (i.e., the procedures, activities, operations) of running the Library within the parameters (policies) set by the Board.
- Effective communication prevents confusion and conflict. Trustees and the Director must feel free to discuss any issue and to express concern about who does what job.

More specifically, the Board has the responsibility to:

- Employ a Director, following state and local laws and regulations. Work toward a cooperative and supportive relationship with the Director. Maintain open lines of communication with the Director, seek advice and involve the Director in decision making as a team member. Encourage professional development. Provide incentives for success. Address problems before they reach a crisis stage.
- Evaluate the performance of the Director and work with the Director to assure staff are also evaluated by the Director.
- In cooperation with local government, provide competitive salaries and benefits for all employees. Provide continuing education opportunities and incentives.
- Develop or adopt local government personnel policies. Be aware of and observe local, state and federal laws about employment practices.
- Recommend qualified and diverse candidates for the Board. Orient new members. Notify appropriate authorities about vacancies as they occur.

The Director is a valuable resource to the Board on all issues, and is often the leader on many issues that come before the Board. The Director should sit at the Board table during all Board meetings and should be encouraged and expected to make recommendations on all issues that come before the Board. The Director should be expected to take part in deliberations to help the Board make decisions that are in the best interest of the Library.

The Director is charged with the day-to-day management of the Library. It must be understood by both staff and Board that the Director is the authority in matters of routine library management.

The Director has the responsibility to:

- Implement Board policies. Assist the Board in the governance of the Library by informing the Board of the status of the Library and recommending policy direction for the Board. The Director should report back to the Board the results of Board actions (such as the implementation of new policies).
- Prepare the annual budget for approval by the Board. Manage the finances of the Library. Seek alternative funding opportunities, such as grants, for library support.
- Hire and direct the staff according to Board policy, state laws and local regulations. Observe all federal, state and local laws regarding employment practices. Maintain personnel files, review job descriptions, making recommended changes to the Board when needed. Implement evaluation procedures for staff. Work with Board to provide adequate salaries and benefits for all and incentives for success. Utilize staff skills as effectively as possible. Provide continuing education opportunities for the staff.
- Represent the Library in negotiations, public relations and other public events.
- Plan the operations/programs of the Library to complement the long-range plan of the Board.
- Remain current and knowledgeable of appropriate methods of library operation.
- Prepare an annual report of the progress of the Library for the Board.

Although the Director is responsible for the management of the Library, the Board retains ultimate responsibility for everything that happens in the Library. Therefore, Trustees should expect a continuous flow of information from the Director to help them in their monitoring and evaluating of the success of the Library.

The Director is responsible to the whole Board, but not responsible to each Board member. When delegating to the Director, the Board must speak *with one voice*. When giving direction, the Board must speak *with one voice*. When asking for accountability from the Director, the Board must speak *with one voice*.

Individual Trustees, including the Board chairperson, have no power to make demands of the Director. This does not rule out individual Trustees asking the Director for clarification about issues facing the Board or discussing with the Director concerns that individual Trustees may have. But it does rule out individual Trustees from making demands of the Director or giving orders to the Director.

Evaluating the Library Director

Just as the Library Director regularly evaluates the staff, it is the responsibility of the Board to regularly evaluate the Library Director. The best way to evaluate and monitor director effectiveness is by providing a good job description for the Director and then doing a formal annual evaluation to determine how well the Director is fulfilling the job description and accomplishing library goals.

The purpose of the performance evaluation is to:

- Give the Director a clear understanding of the Board's expectations.
- Ensure that the Director is aware of how well the expectations are being met.
- Serve as a formal vehicle of communication between the Board and Director.
- Identify the Board's actual concerns so that appropriate action can be taken.
- Summarize and document annual accomplishments of the Library and ensure the continued effectiveness of the Director.
- Demonstrate sound management practices and accountability to local government officials and to the community.

The format and procedure for director evaluation must be worked out by the Board, but it is important for each Board member to understand what is appropriate and inappropriate for the evaluation. The method used should be agreed upon by the Board and Director at the beginning of the evaluation period so it is clear to all what the basis will be for the evaluation.

Remember, the Board is measuring director effectiveness on bottom-line results:

- Does the Director keep the Board informed about progress of programs and services of the Library?
- Does the Board receive sound, well thought-out recommendations for action from the Director?
- Is budget implementation well-managed?
- Is the Library making progress toward long-range goals?
- Is the Director working within the job description written by the Board?
- Is the Library meeting the community's needs?

To be effective, the evaluation method and process must be designed to accommodate the local situation. There is not a single, perfect evaluation system.

There are two basic methods, each with advantages and disadvantages (a combination is generally most effective):

1. **Based on job description:** The detailed job description used in hiring the Director is an excellent place to begin the evaluation, even if that individual has been working in the position for many years. The Board should review and revise the job description with the Director. The major areas of responsibility noted in the job description can be expanded to form the criteria for evaluation.
2. **Based on objectives:** The Board and the Library Director develop mutually agreed-upon objectives to be accomplished within a specific time frame. Using this method,

the evaluation is based on accomplishments rather than on a subjective appraisal of personalities. The Board and Director must agree on the objectives.

Make your evaluation a positive effort to communicate better with the Director. Formal evaluation allows the Board and the Director a system to communicate about how to make the Library better. Look as much at what the Director does well as at areas that need improvement.

Reward good performance; work with the Director to correct inadequate areas of performance. If problems arise with the Director's performance during the year, the Board should discuss these problems with the Director at that time, along with possible solutions. The annual evaluation should result in a written document, and then the cycle should start again with a decision being made on the basis of the evaluation for the coming year's performance.

Dismissing the Director

Probably the most painful situation a public Library Board can face is the dismissal of the Library Director. When problems cannot be resolved, dismissal becomes a last resort.

Directors are dismissed only after serious infractions of Board policy, violation of the law, or very poor performance coupled with unwillingness or inability to improve. It is important that reasons for dismissal be carefully documented. The Board has a responsibility to ensure that personalities and biases are not leading factors in any dismissal decision. The dismissal and/or appeals procedure should be described explicitly in Board policy, and must allow the Director a full hearing to discuss specific charges. A Board should not begin a dismissal process unless it understands the implications, has consulted with the appropriate local government officials, believes its position is defensible, and has obtained appropriate legal advice from an attorney.

Board/Staff Relationship

Typical public library staff includes positions such as assistant director, librarian, clerk, page, administrative office staff and possibly maintenance worker. Understanding the relationship of the Board to staff members is vital to a smoothly running library.

Only one employee reports to the Board – the Library Director. The Director is responsible for hiring, supervising, evaluating, and, if necessary, disciplining and dismissing staff. The Director is accountable to the Board for the performance of all staff. Employees need to clearly understand who gives the orders, who is accountable to whom, and who has responsibility for what. To do that, the Board creates clear lines of authority and accountability for employees.

The Board hires the Director to be the expert in management of the Library, including the management of all other personnel. The Board has no direct responsibility for day-to-day supervision of staff other than overseeing the Director. Trustees have no authority to issue orders to staff or make demands of staff except through the Director. The Board has no direct responsibility for assessing staff performance other than the Director's.

Staff members sometimes go around the Director and take concerns and complaints directly to the Board or to individual Trustees. It is the Board member's responsibility to remind the staff member about the proper procedure for concerns or complaints. The Board does not act on complaints from the staff. Concerns or complaints that come directly to Trustees should be reported to the Director for resolution.

As a Board member, you should show concern for the well-being of staff. The Board should encourage retention of good staff by budgeting for reasonable pay and benefits, and by recognizing good staff performance.

Examples of when Trustees may work with staff include:

- In committee settings.
- In the long-range planning process.
- If requested by the Director to make reports at the Board meeting.
- A library social event.

Chapter 16 – Friends of the Library

Many public libraries benefit from a volunteer non-profit group known as "Friends of the Library." "The Friends," as they are called, are library volunteers who typically focus on fund-raising and volunteer project on behalf of the library. Their unique status as a separate and independent organization devoted to the growth, development, and improvement of the library adds a lot of value to the library but can also present some unique concerns.

Friends groups are an invaluable asset for a library. They use their influence to assist the Board in obtaining financial support. Their financial support during a district library or millage campaign can be the key to a successful outcome.

Friends usually work to raise additional funds to augment a library's budget. Organizing community book sales, offering special programs, and selling homegrown cookbooks are just three of the many ways Friends groups generate extra funds from their community. Many groups also have members that are trained in grant writing. Working with the Library Director and the Library Board, Friends select areas of the library they wish to support with these supplemental funds. Final plans for the use of funds raised are often a collaboration between the friends, the director, and the Board. It is important to note, however, that Friends Groups are separate entities from the Library and from the Board. Friends groups have their own governance structure, bylaws, and procedures. Often Friends groups elect to register as 501(c)3 (tax -free charitable entities) groups with the IRS. This designation means that donations to the Friends groups may be tax deductible.

Representatives of the Friends often serve on library planning committees. They report their observations of library and community needs and suggest how their organization can help. It is good library practice for a Library Board member to attend Friends Board meetings as an official representative of the Board. The same is true for the Friends Board in selecting a member to represent the Friends at Library Board meetings. Time on the agenda can be set aside for a Friends report.

Friends are typically comprised of patrons who are enthusiastic library supporters. They are motivated to promote the services of the library to the community. They serve as advocates for the library, working to influence public opinion and governmental action on behalf of the library on the local level. This advocacy is another distinction – and advantage of – a Friends group, since, as a government entity, libraries (including Library Boards and staffs) are precluded by law from officially participating in political advocacy: Library Boards and staff can advocate as private citizens, but not as an organized group affiliated with the library.

Library Trustees and library staff members can show their support by membership in the Friends of the Library. However, to avoid conflicts of interest, current Trustees and staff should not hold office in the Friends of the Library organization. Doing so could violate state incompatible office statutes, and jeopardize the Friends' standing as a non-profit organization.

Sources on Friends groups, including information on starting and revitalizing a group can be found:

- Friends of South Carolina Libraries (FOSCL): foscl.org

- **United for Libraries (Friends Zone):** This site requires a member login. Please contact the South Carolina State Library for more information. ala.org/united/friends
- **American Library Association (Public Library Association):** On Demand Webinar, “Friends and Foundations: What they do and how to make the most of them.” There is a registration fee for this webinar.
ala.org/pla/education/onlinelearning/webinars/ondemand/friends

Chapter 17: Legislation Affecting South Carolina Public Libraries

National and State Laws, Regulations, Legal Opinions, and Related Documents affecting public libraries in South Carolina are cited below by source for reference purposes. These items are all found as links on the South Carolina State Library website at: guides.statelibrary.sc.gov/legal-issues

South Carolina Constitution, Laws, Regulations, Legal Opinions, Rulings

State Constitution:

- Dual Office Holding. S.C. CONST. Art. VI, S3.
- Property exempt from ad valorem taxation. S.C. CONST. Art. X, S 3, as amended.
- Direct Aid to religious or other private educational institutions prohibited.
- S.C. CONST. Art. XI, S 4.

State Laws:

- Confidential Library Records. S.C. Code Ann. S 60-4-10 et seq.
- Construction of Public Buildings for Access by Handicapped Persons. S.C. Code Ann. S 10-5-210 et seq.
- County Government (“Home Rule”). S.C. Code Ann. S 4-9-10 et. seq., as amended.
- Distribution of the Code of Laws of S.C., 1976. S.C. Code Ann. S 2-13- 240.
- Delivery of Codes and Supplements to successors in office. S.C. Code Ann. S 8-15-40.
- Ethics, Conduct, Campaign Practices & Disclosures. S.C. Code Ann. S8- 13-10 et seq., as amended.
- Freedom of Information Act. S.C. Code Ann. S 30-4-10 et seq., as amended.
- Freedom of Information, exempt from disclosure. S.C. Code Ann. S 30-1- 10 et. seq.
- Library Security Act. S.C. Code Ann. S 16-13-331 et. seq.
- Library of Supreme Court. S.C. Code Ann. S 60-3-10 et seq.
- Library Responsibility Act. S.C. Code Ann. S 16-13-340 et seq.
- Obscenity. S.C. Code Ann. S 16-15-10 et seq., as amended.
- Obscenity, Materials harmful to minors... S. C. Code Ann. S 16-15-305 et seq., as amended.
- Sales and Use Taxes, exemption. S.C. Code Ann. S 12-36-2120.

- South Carolina State Library. S.C. Code Ann. S 60-1-10 et seq.
- State Documents Depository. S.C. Code Ann. S 60-2-10 et seq.
- Statewide Library Legislation. S.C. Code Ann. S 4-9-35 et seq., as amended.
- Stealing or damaging works of literature or objects of art. S.C. Code Ann. S 16-13-330.

State Regulations Code of Laws of South Carolina, 1979, Regulations:

- South Carolina State Library. Use of State Aid Funds. 26 S.C. Code Ann. Regs. 75-1.
- South Carolina State Library. Certification Program for Public Libraries. 26 S.C. Code Ann. Regs. 75-2.
- South Carolina State Library. Duties and Qualifications of Director. S.C. 26 S.C. Code Ann. Regs. 75-3.

State Attorney General Opinions:

- Property exempt from ad valorem taxation. 1982 Op Atty Gen, No. 82-51, p 57 and 1982 Op Atty Gen, No. 82-68, p 68.
- Tax for Library Operation (Hollingsworth). 1981 Op Atty Gen, No. 81-63, p 89.
- Sale of Surplus Public Library Books. 1976-77 Op Atty Gen, No. 77-312 p 239.
- Validity of Contracts under “Home Rule”. 1975-76 Op Atty Gen, No. 4470, p 333.

State Revenue Department Rulings:

- Sales and Use Taxes: School and Library Books. S.C. Revenue Ruling 94- 11.

United States Laws and Regulations

U.S. Law:

- **Library Services and Technology Act (P.L. 104-208).** To consolidate Federal library service programs; stimulate excellence and promote access to learning and information resources in all types of libraries for individuals of all ages; to promote library services that provide users access to information through State, regional, national, and international electronic networks; to provide linkages among and between libraries; and to promote targeted library services to people of diverse geographic, cultural, and socio-economic backgrounds, to individuals with disabilities and to people with limited functional or information skills.
- **Library Services and Construction Act. 20 USC s351 et. seq.** (superseded by Library Services and Technology Act – see above).

- **The Higher Education Act (HEA), Title II (P.L. 99-948). 20 USC s1021 et. seq.** Provides direct aid for college and research libraries and indirect aid to other libraries by providing training programs for personnel and funding for library research.
- **The Copyright Act of 1976 (P.L. 94-553). 17 USC s101.** Regulates reproduction of all copyrighted works.
- **The Rehabilitation Act of 1973 (P.L. 93-112). 29 USC s701 et. seq.** Nondiscrimination in Federally Assisted Programs.
- **The Civil Rights Act of 1964. Title VII (P.L. 88-352). 42 USC s1981 et seq., as amended.** Prohibits discrimination on basis of race, sex, color, religion or national origin.
- **Fair Labor Standards of 1968. 29 USC s201 et seq.** Provides for minimum wage payment, working hours, etc.
- **The Education Amendments of 1972 Title IX (P.L. 92-318) 20 USC s1681 et seq.** Prohibits discrimination on the basis of sex or blindness.
- **The Age Discrimination in Employment Act (P.L. 90-202). 29 USC s621 et seq.** Prohibits discrimination in employment on the basis of age.
- **The Occupational Safety and Health Act of 1970 (P.L. 91-596). 29 USC651 et seq. as amended.** Provides for the existence of safe and healthful work conditions.
- **The Workmen's Compensation Act. 5 USC s8101 et seq., as amended.** Provides for compensation for injury or death to an employee as a result of employment.
- **The Pratt-Smoot Act (P.L. 71-787). 2 USC s135a.** Authorizes the Library of Congress to provide specialized library services for the blind and physically handicapped.

U.S. Regulations:

- **State-Administered Program. 34 CFR 76.** General regulations governing State-Administered Programs of the U.S. Department of Education.
- **Definitions that Apply. 34 CFR 77.** Definitions that Apply to U.S. Department of Education Regulations.
- **Uniform Administrative Requirements. 34 CFR 80.** Administrative requirements for grants and cooperative agreements to state and local governments.
- **General Education Provisions Act – Enforcement. 34 CFR 81.** Governs the enforcement of legal requirements under applicable programs.
- **New Restrictions on Lobbying. 34 CFR 82.** Governs lobbying activities of applicable programs.
- **Government-wide Debarment and Suspension (Non-procurement) and Government-wide Requirement for Drug-Free Workplace (Grants). 34 CFR 85.** Provides for

exclusion for Federal financial and nonfinancial assistance and benefits under Federal programs and activities.

- **Drug-Free Schools and Campuses. 34 CFR 86.** Provides for condition of receiving funds or any other form of financial assistance for Local Education Agency and Institutions of higher education.
- **LSCA State Administered program. 34 CFR 770.** Regulations governing Library Services and Construction Act. (Superseded by Library Services and Technology Act.)

Chapter 18: Library Agencies and Associations

Trustees interested in doing an effective job soon recognize the value of constantly improving their knowledge of national and state associations and the South Carolina State Library. Libraries are impacted by all these organizations outside their local jurisdictions. Close working relationships make possible the sharing of innovative ideas and solutions for problems.

Trustees may sometimes be hesitant about memberships in professional groups because they feel the leadership is composed primarily of librarians. However, one of the many attributes a Trustee should cultivate is the conviction that Trustees are professionals too! One of the great values of membership in professional associations is the exchange between Trustees and librarians.

State Associations

Several organizations in South Carolina can provide assistance to library Trustees. These organizations offer activities related to local Trustee interests and are a good way to meet Trustees from other libraries in the state.

The South Carolina Library Association (SCLA)

The professional association for librarians, Trustees, and interested persons in South Carolina. SCLA sponsors an annual conference in the fall and supports library legislative interests at the state level. The sections and roundtables of SCLA offer an opportunity to be involved in library activities and issues beyond your own library. scla.org

Friends of South Carolina Libraries (FOSCL)

This group works to enlarge public support, understanding, and use of libraries throughout the state. The organization holds an annual meeting to provide opportunities for local Friends groups to network, discuss issues of interest, and share ideas. Friends of South Carolina Libraries (FOSCL) has an unpaid, all-volunteer Board of Directors.

Friends of South Carolina Libraries
P. O. Box 11121
Columbia, South Carolina 29211

fosclnews@yahoo.com

foscl.org

President (2019): Marlena White

Regional Associations

Southeastern Library Association (SELA),

South Carolina is affiliated with the **Southeastern Library Association (SELA)**, which includes the state of Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, Arkansas, North Carolina, Tennessee, Virginia, West Virginia, and South Carolina. This

regional association holds a biennial conference, usually in the fall, in conjunction with the conference of one of the member state associations.

Southeastern Library Association SELA Administrative Services
P O Box 30703
Savannah, GA 31410

(678) 466-4334 phone
(678) 466-4349 fax
selaonline.org

National Associations

National library organizations welcome participation by Trustees and librarians alike.

United for Libraries

A national organization for members of Boards of Trustees, Library Foundations, Friends groups, and their administrators.

United for Libraries is a division of the American Library Association formed in 2009 when the Friends of Libraries U.S.A. and the Association of Library Trustees and Advocates merged. Through this partnership, United for Libraries brings together libraries' voices to speak out on behalf of library services and free public access to information. United for Libraries provides a newsletter that deals with Friends, Foundation, and Trustees issues called *The Voice*.

United for Libraries
90 E. Huron Street
Chicago, IL 60611

1 (800) 545-2433

American Library Association (ALA)

ALA is the national association for librarians, Trustees and others interested in library concerns. ALA sponsors national conferences every summer and winter, and publishes books and journals on professional issues, including its news journal, *American Libraries*. The Washington Office of ALA is a very effective advocate in national library-related issues and concerns. Publication: *American Libraries*

American Library Association
50 E. Huron Street
Chicago, IL 60611

1 (800) 545-2433
ala@ala.org
ala.org

ALA Washington Office
1615 New Hampshire Avenue, N.W., First Floor

Washington, D.C. 20009-2520

1 (800) 941-8478

alawash@alawash.org

Public Library Association (PLA)

PLA is the division of ALA which provides similar services for public librarians. PLA sponsors its own national conferences as well as programs at ALA conferences.

Connections for Trustees at the State Level

South Carolina State Library

The South Carolina State Library is a state agency whose mission is to improve library services throughout South Carolina and ensure all citizens access to libraries and information resources. The State Library is governed by a seven-member Board appointed by the Governor.

The services of the State Library provided to citizens and to public libraries include:

- Books, periodicals and other materials related particularly to South Carolina government.
- Reference services online, by telephone, and on site.
- Direct access to research materials for users referred from other libraries.
- Web pages linking to information of all kinds.
- Coordination of activities for the Library of Congress *Center for the Book* in South Carolina.
- Discus – South Carolina's Virtual Library – provides all South Carolinians with access to an electronic library of essential information resources, including selected databases.

South Carolina State Library programs which support public library development include:

- **Public Library Standards:** Encourages the ongoing development of quality library services in South Carolina. The program is based on the publication, *Standards for South Carolina Public Libraries*, in revised editions, developed by a committee of public librarians and state library consultants.
- **Consultants** provide services to local library staff and Trustees. Consulting staff are available to work with local libraries on any number of issues or topics of concern: technology, budgeting, planning, collection evaluation, reference services, Library Board development, and programming.
- **Continuing Education**, offered by the State Library through workshops for library staff and Trustees.

- **Summer Reading Program**, an annual statewide program coordinated by the State Library which promotes children's reading through thematic materials such as bookmarks, posters, reading logs, and a programming manual.
- **Certification**, aids Library Boards and librarians in selecting competent personnel and gives the taxing bodies assurance that the public funds are spent for quality service. The program applies only to persons currently employed in full time positions in South Carolina public libraries.
- **Library Services and Technology Act (LSTA)**, which authorizes federal aid for libraries and is administered by the State Library. These funds are an annual appropriation to the State Library to provide services and assistance to libraries. For current information on LSTA, contact the South Carolina State Library.
- **State Aid**, funds allocated by the State Legislature each year for county and regional libraries. These grants-in-aid are administered by the State Library. The State Aid program in South Carolina is designed to supplement, not supplant, local library support.

South Carolina State Library
1500 Senate Street
Columbia, S.C. 29201

(803) 734-8666
statelibrary.sc.gov

Chapter 19: Glossary of Terms

The profession of librarianship has a language all its own. Understanding these terms and acronyms will help Trustees and librarians communicate!

Access – Availability of the library and services to residents of an area served. In a larger sense, the ability to reach sources of information through a library and its links to other sources.

Accessibility – A measurement to identify the extent to which there is a continuous, unobstructed path connecting all elements and spaces in a building or facility. The path can be negotiated by a severely disabled person using a wheelchair and is also safe for and usable by people with other disabilities.

Accredited Library School Program – A college or university offering a library education program meeting standards of the American Library Association and officially accredited by a committee of ALA. The University of South Carolina, College of Library and Information Science, is the only ALA accredited library education program in South Carolina.

ADA (Americans with Disabilities Act) – National legislation which protects the rights of persons with disabilities.

APLA (Association of Public Library Administrators) – The South Carolina organization for public Library Directors.

Architectural Barriers – Those elements of a site, building, or facility that prevent ease of use for all persons.

Association of Public Library Administrators. See APLA.

Bibliographic Database – A online listing of books, periodicals, or other library materials from which information can be extracted by searching in various ways.

Catalog – A file of bibliographic records created according to specific, uniform principles of construction which describes the materials in a collection, a library, or a group of libraries. It may be in the form of a card catalog, a book catalog, or an online catalog.

Certification – The action taken by the South Carolina State Library on the professional or pre-professional qualifications of librarians and library workers in public libraries. Certification aids the Library Board and librarians in selecting competent personnel; it gives the taxing bodies some assurance that the public funds are spent for quality service; and it improves the status of librarianship as a profession.

Circulation Per Capita – A measurement comparing the use of the library collection(s) to the size of the service population.

Collection Development – A planned process of acquiring library materials to meet the needs of a library's community. It includes such activities as assessing user needs, adopting a collection development policy, studying collection use, selecting materials, maintaining the collection, weeding, etc.

Community Needs Assessment – The process of collecting information about the library and its community. Methods of collecting information may include an analysis of census data, a review of published and unpublished statistical data, local reports and surveys that have been published by other agencies, collection of output and input measures for library services, surveys, and focus groups.

Continuing Education – Learning opportunities (training in all formats) provided for library personnel to improve and grow in their profession.

County Library – A free public library for the use of the whole county. A county library is established, maintained, and supported through taxation by a county and its Board of Trustees is appointed by the county authority.

Database – A systematic organization of information stored in a computer, on a network, or on the Internet for ease of searching and retrieval.

Database Searching – The use of a computer to search the specialized electronic databases mounted on a local server or on the Internet.

Direct Cost – Documented expenditures for a program (purchases made for program operations and activities)

Disabled – Persons with significant limitations in using specific parts of the environment.

Enhanced – A benchmark for library services which indicates a moderate, mid-level of service and/or operating for libraries in South Carolina.

Essential – A benchmark for library services which indicates a minimum level of service and/or operating for libraries in South Carolina.

Evening Hours – Public service hours provided by the library after 5:00 pm.

Exemplary – A benchmark for library services which indicates a high level of service and/or operating for libraries in South Carolina.

Expenditures Per Capita – A measurement comparing expenditures made for the library by a county to the size of the service population.

Facility – Any stationary location (a building or buildings) associated with the library. This includes the headquarters and branches but not the bookmobile(s), story van(s), or outreach van(s).

Focus Groups – A group consisting of 8-12 people who agree to participate in a structured but informal discussion of issues related to products or services of the library or organization.

FOSCL – See Friends of South Carolina Libraries

Free Access – In a library which allows free access, no fees are assessed for services (interlibrary loan, reserves, online searches, etc.) or for any equipment or materials that are part of the circulating collection (books, videos, art prints, AV equipment, etc.). A library with free access may charge for any products meant for patron consumption (i.e.,

items that patrons pay for and keep), such as photocopies, printouts, and computer supplies. Fines and penalties are not considered fees.

Freedom of Information Act (South Carolina) – Title 30, Public Records: Chapter 4 Section 30-4-10 through 30-4-165 of the South Carolina Code of Laws, dealing with the requirement that meetings of government bodies must be open to the public.

Friends of South Carolina Libraries – A statewide group working to enlarge public support, understanding, and use of libraries. The organization holds an annual meeting to provide opportunity for local Friends groups to discuss issues of interest and share ideas.

Friends of the Library – An organization of interested individuals formed to support a particular library through public relations and fund raising efforts.

FTE – Full-time equivalent. To compute full-time equivalent (FTE) of employees, take the number of hours worked per week of all employees and divide by the number of hours in the library's full time work week. For comparison with other libraries, use 40 as the number of hours in the full time work week.

Goals – A goal sets a broad direction or establishes a broad purpose for the Library to achieve. A goal is not measurable and does not fall within a fixed time frame (for example, to improve library services to the elderly).

Headquarters – The operational center of the Library. Usually administration, collection processing, and the principal collections are housed here.

Holdings – The cataloged and uncataloged items in the libraries' collections.

Holdings Per Capita – A measurement comparing the use of the size of the library collection(s) to the size of the service population.

ILL (Interlibrary Loan) – The function of one library borrowing materials from another library for a person who requests the book, video, or other material.

Interlibrary Loan: See ILL.

ILS (Integrated Library System) – A computer-based and supported library catalog designed to be accessed via computers so that library users may directly search for and retrieve information about library holdings.

Library System – A library system established by action of the government agencies and governed by a single Board of Trustees.

Long Range Plan – A document adopted by a library's governing Board outlining the goals, objectives, and action plans for the Library's operation and development over a 3-5 year period.

Marketing – The strategic plan that promotes services offered by a library to specific audiences with specific results intended. Marketing may incorporate public relations and will involve a variety of communication tools to promote a service or services.

Mission Statement – A concise expression of the Library's purpose. It builds on, but is not limited to the roles chosen by the library.

MLS or MLIS – Master's Degree in Library and Information Services from a college or university.

Non-Resident – A person who resides outside the legal service area of a public library.

Objective – A measurable result to be achieved in a specific time period (for example, “Increase the circulation of large print books by 25%” by a particular date).

Outlet – Refers to all the service points of the library, including the headquarters branches, bookmobile(s), story van(s), outreach van(s), and outreach sites.

Output Measures – Measurements which reflect the results or outcomes, the effectiveness, and the extensiveness of the services delivered by the library. Examples of useful output measures for public libraries are: circulation rates, patron registration, number of programs, program attendance, number of visitors, etc.

Outreach Service – Library programs that are conducted offsite. Examples of outreach services include bookmobile service, books-by-mail, services to day care programs, homebound services, story times conducted at public schools, etc.

Periodical – A serial (typically a magazine or newspaper) appearing at regular or stated intervals; each issue is numbered and dated separately.

Plan – A document that projects 3-5 years into the future and outlines the Library's goals and objectives for maintaining and developing collections and services to meet the community's needs. Development of such a plan usually involves the staff, the Board of Trustees, and the general public.

Preservation – The activities associated with maintaining library and archival materials for use, either in their original physical form or in some other usable way.

Professional Librarian – A person who holds a Master's Degree in Library and Information Services.

Professional Staff – Persons whose regular assignment requires either a college degree or experience of such kind and amount as to provide a comparable background – e.g., accountants, system analysts, computer programmers.

Readers Advisory Service – An information contact which incorporates the idea of personal guidance in the selection of materials for reading, viewing, and listening.

Reference Collection – A collection of books and other materials in a library, useful for supplying authoritative, up-to-date information, kept together for convenience in providing information service, and generally not allowed to circulate.

Reference Transaction – An information contact which involves the knowledge, use, recommendations, interpretation, or instruction in the use of one or more information sources by a member of the library staff. It includes information and referral services.

The request may come in person, by phone, by fax, mail, or electronically from an adult, a young adult, or a child.

Regional Library – A library system that encompasses (typically) more than one county’s library services and facilities, established by joint action of the government agencies (counties) and governed by a single Board of Trustees.

Registered Borrower – A library user who has applied for and received an identification number and/or a “borrower’s card” (typically a plastic card containing a magnetic information strip) from the public library.

Resident – A person who resides in the legal service area of a public library.

Resource Sharing – A term covering a variety of organizations and activities engaged in jointly by a group of libraries for the purpose of improving services and/or cutting costs. Interlibrary loan is a typical method of resource sharing.

Service Population – All people eligible to use the Library.

Staff Development – A sustained effort to improve the overall effectiveness of personnel in the performance of their duties.

Support Staff – A general term used in personnel classification to designate all the non-professional library personnel.

Tort Insurance – Insurance covering library Trustees, staff, and volunteers against wrongful acts, damages, or injury done willfully, negligently, or in circumstances involving strict liability, but not involving breach of contract, for which a civil suit can be brought.

TTD/TTY – Telecommunications device for the deaf.

Turnover Rate – A measurement comparing the use of the library collection(s) to the size of the collection(s).

Weeding – A part of collection development which includes the removal of materials no longer of value to the library collection.

Weekend Hours – Public service hours provided by the Library on Saturday and Sunday.

Chapter 20: Library Documents and Legislation

ALA Intellectual Freedom Documents

1. Library Bill of Rights
2. The Freedom to Read
3. Sample Complaint Form
4. Statewide Library Act 564 of 1978 (including duties of Library Boards of Trustees)

Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

1. Books and other library resources should be provided for the interest, information and enlightenment of all people of the community the Library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948. Amended February 2, 1961, June 27, 1967, and January 23, 1980. Inclusion of age reaffirmed January 23, 1996, by the ALA Council.

The Freedom to Read

A joint statement by the American Library Association and the Association of American Publishers:

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove books from sale, to censor textbooks, to label "controversial" books, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions

apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to avoid the subversion of politics and the corruption of morals. We, as citizens devoted to the use of books and as librarians and publishers responsible for disseminating them, wish to assert the public interest in the preservation of the freedom to read.

We are deeply concerned about these attempts at suppression. Most such attempts rest on a denial of the fundamental premise of democracy: that the ordinary citizen, by exercising critical judgment, will accept the good and reject the bad. The censors, public and private, assume that they should determine what is good and what is bad for their fellow-citizens.

We trust Americans to recognize propaganda, and to reject it. We do not believe they need the help of censors to assist them in this task. We do not believe they are pressured to sacrifice their heritage of a free press in order to be “protected” against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

We are aware, of course, that books are not alone in being subjected to efforts at suppression. We are aware that these efforts are related to a larger pattern of pressures being brought against education, the press, films, radio, and television. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy.

Such pressure toward conformity is perhaps natural to a time of uneasy change and pervading fear. Especially when so many of our apprehensions are directed against an ideology, the expression of a dissident idea becomes a thing feared in itself, and we tend to move against it as against a hostile deed, with suppression.

And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with stress.

Now as always in our history, books are among our greatest instruments of freedom. They are almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. They are the natural medium for the new idea and the untried voice from which come the original contributions to social growth. They are essential to the extended discussion which serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures towards conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound

responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

1. It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those which are unorthodox or unpopular with the majority.

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept which challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. Publishers, librarians, and booksellers do not need to endorse every idea or presentation contained in the books they make available. It would conflict with public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what books should be published or circulated.

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.

3. It is contrary to the public interest for publishers or librarians to determine the acceptability of a book on the basis of the personal history or political affiliations of the author.

A book should be judged as a book. No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish which draws up lists of writers to whom it will not listen, whatever they may have to say.

4. There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.

To some, much of modern literature is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters, taste differs, and taste cannot be legislated nor can machinery be devised which will suit the demands of one group without limiting the freedom of others.

5. It is not in the public interest to force a reader to accept with any book the prejudgment of a label characterizing the book or author as subversive or dangerous.

The idea of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for the citizen. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.

6. It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large.

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive.

7. It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a bad book is a good one, the answer to a bad idea is a good one.

The freedom to read is of little consequence when expended on the trivial; it is frustrated when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of their freedom and integrity, and the enlargement of their service to society, requires of all publishers and librarians the utmost of their faculties, and deserves of all citizens the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of books. We do so because we believe that they are good, possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We

believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

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A joint statement by:

American Library Association, Association of American Publishers

Subsequently Endorsed by:

American Booksellers Association / American Booksellers Foundation for Free Expression
American Civil Liberties Union

American Federation of Teachers
AFL-CIO Anti-Defamation League of B'nai Brith
Association of American University Presses
Children's Book Council

Freedom to Read Foundation
International Reading Association

Thomas Jefferson Center for the Protection of Free Expression
National Council of Teachers of English

American Center
People for the American Way

Periodical and Book Association of America

Sex Information and Education Council of the U.S.
Society of Professional Journalists

Women's National Book Association

